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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: George W. Bush nominates the last three vacant Cabinet posts, Congress opens its 107th session, and businesses and consumers are being hit hard by California's energy crisis (January 3-5); the United States Congress certifies the presidential election, Israeli demonstrators protest the idea of a divided Jerusalem, Linda Chavez withdraws her name from consideration for labor secretary, Rod Paige, education secretary nominee, faces questions from the Senate, and Elaine Chao is President-elect Bush's pick for labor secretary (January 8-12); Americans celebrate the life of Martin Luther King, Jr., special report on the United States military, five Cabinet nominees face questions from the Senate, and the Inaugural festivities officially begin (January 16-19); George W. Bush is sworn in as the 43rd U.S. president, President Bush focuses on the state of public schools, President Bush sends his education plan to Congress, an oil spill off the Galapagos Islands threatens their fragile marine habitat, and possible political overtones in California's power problem (January 22-26); India tends to its earthquake survivors, rescues continue four days after India's devastating earthquake, and the Fed plans to cut interest rate to boost consumer confidence (January 29-31). (AEF)

CNN Newsroom Classroom Guides January 2001

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CNN NEWSROOM Guide

January 03, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:45...01:50

Top Story ... 03:20...05:10

-George W. Bush nominates the last three vacant Cabinet posts.
-Can the new Congress be effective?

In the Headlines ... 02:55...08:05

George W. Bush praises Mr. Clinton's last-ditch attempt at Mideast peace.

DAILY DESK ... 00:40...08:45

Business Desk ... 01:55...10:40

Business magazines announce their choices for "Best Cities."

WORLDVIEW ... 00:40...11:20

Culture Watch ... 03:10...14:30

Vietnam's tourism industry is growing.

Information Please ... 03:40...18:10

Toronto is a bargain for tourists.

Business Brief: Cuba Art Auction ... 03:10...21:20

U.S. art buyers splurge at a Havana fund-raiser.

Turner Website Information ... 00:45...22:05

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:40...22:45

German Women in Combat ... 02:00...24:45

Women are now allowed to serve in Germany's combat forces.

Look Ahead ... 00:30...25:15

January 17: To Serve A Nation

George Washington's Slaves ... 02:15...27:30

Mount Vernon commemorates George Washington's decision to emancipate his slaves.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Transition of Power

1. Who has President-elect George W. Bush nominated for the positions of energy secretary, labor secretary, and commerce secretary? Why is Mr. Bush's nomination of Norman Mineta politically significant? Who has Mr. Bush nominated as attorney general? Why is this nomination controversial? In your opinion, what are the pros and cons of having a bipartisan Cabinet?
2. Point out to students that the U.S. Senate, as part of the system of checks and balances in the U.S. government, has the power to confirm or reject presidential appointments. Refer students to their texts and online resources to learn about the Senate confirmation process. Divide your class into 14 groups and assign each group one of Mr. Bush's Cabinet nominees. Challenge each group to locate information about its nominee, and create a "flow chart" that illustrates the path the group thinks the nominee might take in his/her quest for confirmation. After students present their information, ask: What recourse, if any, does President-elect Bush have if his nominees are rejected?
3. What two chambers comprise the U.S. Congress? How do these two chambers differ? Why is the political composition of the House and the Senate significant? What is the role of the vice president in the Senate? What is the political composition of the new U.S. Congress? Will there be a solid Democratic or Republican majority in either the House or the Senate? Explain.
4. What is bipartisanship? Why might bipartisanship be the only method for getting anything done in the new Congress? What is at stake if congressional members are unable to work together?
5. How difficult will it be to strike bipartisan compromises in this divided Congress? Have students make a list of the different issues that are slated to be addressed by the new Congress, such as prescription drug benefits for senior citizens, education reform, and tax cuts. Group students. Ask each group to research an issue from the list, and identify the Democratic and Republican positions on the issue. After each group presents its findings, consider how the dynamics of the new Congress might impact President-elect Bush's ability to push through legislation on the issue. What compromises might Mr. Bush have to make? What is at stake for Mr. Bush if he fails to remain true to his core campaign issues? Discuss.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/02/bush.transition/index.html>

<http://www.house.gov/>

<http://www.senate.gov/>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/02/black.debrief/index.html>

<http://www.cnn.com/2000/ALLPOLITICS/stories/12/29/congress.preview/index.html>

In the Headlines: Middle East Conflict

1. Have students share what they know about the history and status of the current conflict between Israel and Palestine. What is the status of the peace process between Palestine and Israel? What events have interrupted its progress? Do you think the recent meetings between President Clinton and Yasser Arafat will impact the peace process? Explain. Why is it unlikely that a peace agreement will be reached before Mr. Clinton leaves office?
2. What has been President Clinton's role in the Middle East peace process? What is President-elect

Bush's position on the peace process? How do Mr. Bush's and Mr. Clinton's approaches differ? Do you think America's presence in the Middle East peace process is necessary? Why or why not?

3. Ask students to assume the role of an advisor to Mr. Bush. Have each student write a letter to Mr. Bush that summarizes his/her opinion about how Mr. Bush and his team should handle the Middle East peace issue. Have students consider the following:
 - How the U.S. presidential transition might affect Middle East leaders
 - The extent to which Mr. Bush should be involved in the details of the peace process
 - Whether or not Mr. Bush should focus on the relationship between Israel and Syria.Have students share their letters and discuss.

LINKS:

<http://www.cnn.com/2001/WORLD/meast/01/02/mideast.05/index.html>

<http://www.cnn.com/interactive/world/0012/peace.keypoints/frameset.exclude.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/02/bush.foreign.ap/index.html>

<http://www.cnn.com/SPECIALS/2000/mideast/>

EDITOR'S NOTE:

commerce

bipartisan

Cabinet

filibuster

Temple Mount

West Bank

DAILY DESK

Business Desk: Best Cities

1. What city was recently named Number One on Money Magazine's "Best Places to Live" list? What features of Portland earned it this title? What kind of city was Portland when it first came into being? Why do you think it is now referred to as the "Silicon Forest"? What are some of the other cities on Money Magazine's list?
2. Which city was named Number One for Business in a Fortune Magazine list? Who is the mayor of this city? Mayor Giuliani talks about his city as one that was once losing businesses. What do you think has brought businesses back? Why? What other cities made the list?
3. What features of a city make it attractive to business? What kinds of businesses establish themselves in different cities, and why?
 1. Divide your class into groups.
 2. Have each group choose one U.S. city and conduct research to learn more about its quality of life, education system, transportation, business climate (such as tax incentives and regulatory issues), and other factors that shape its business profile.
 3. Also, ask each group to learn more about the large and small businesses that are headquartered in that city.
 4. Have each group make a formal presentation of its findings.Conclude with a class discussion. Ask:
 - What do you think prompted each of these businesses to choose these particular cities?
 - How does our community stack up as a business center?
 - What businesses are located here?
 - If you were an executive with one of the companies you profiled, would you want to relocate your business to this area? Why or why not?
 - In terms of attracting business, what can our city learn from others?

LINKS:<http://www.nlc.org/><http://www.fortune.com/fortune/bestcities/>http://www.money.com/money/depts/real_estate/bplive/<http://www.ci.portland.or.us/>**EDITOR'S NOTE:**

Silicon Forest

Money Magazine

financial capital

WORLDVIEW**Culture Watch: Vietnam Tourism**

1. Where is Vietnam located? How many tourists visited Vietnam last year? When did the Vietnam War occur? Why do military veterans return to Vietnam? What are some of Vietnam's popular tourist attractions?
2. Have students share what they know about the history and impact of the Vietnam War. How is the Vietnam of today different from the Vietnam of thirty years ago? What is Vietnam's "new image"?
3. Although some Vietnamese are pleased with what they see as an improving quality of life, the country still faces serious economic problems. Inform your students that Vietnam's per capita income was \$333 per year in 1998, one of the lowest in the world. In rural areas, where the majority of Vietnamese live, fresh water and electricity are luxuries. What needs to happen in order for Vietnam to overcome these economic issues? Have students work in groups to learn more about Vietnam today, as well as the political, social and economic concerns that shape the country and determine the quality of life for its citizens. Have groups share their findings. Discuss the political, social and economic conditions that need to be in place in order to encourage international investment and domestic prosperity. Have students consider the different economic opportunities that are generated as a result of tourism, and how Vietnam might benefit from increased tourism.

EXTENSION: If you had a vital interest in Vietnam's tourist industry, what would you say or do to persuade travelers to visit? Pose this question to groups of students. Then have each research information on Vietnam's tourist attractions and natural wonders. Direct each group to prepare and present a multimedia presentation designed to promote tourism in Vietnam and the country's new image.

LINKS:<http://cnn.com/SPECIALS/2000/vietnam/><http://cnn.com/SPECIALS/2000/vietnam/story/vietnam.today/><http://travel.lycos.com/Destinations/Asia/Vietnam/>http://vnqdd.com/Human_rights_HP/hr_watchvn.htm<http://www.sfgate.com/cgi-bin/article.cgi?file=/news/archive/2000/03/25/international1217EST0556.DTL><http://www.world-tourism.org/>**Information Please: Toronto Tourism**

1. Where is the city of Toronto located? How many tourists visited this city last year? What are some of the reasons that millions of people visit Toronto? What is meant by the term "exchange rate"? Who benefits from the Canadian exchange rate? Why?

2. What forms of entertainment can visitors to Toronto find? What cultural distinction did the city earn? For what world event is Toronto bidding? Do you think the city's diversity could be an advantage in its bid to host the Olympics? Explain.
3. The video presents several aspects of life in Toronto. Challenge your students, working in small groups, to learn more about this city. Have each group conduct research to learn about the culture, diversity, economy and tourist attractions of Toronto. Direct each group to create a presentation designed to "sell" the city to American travelers.

LINKS:

<http://www.city.toronto.on.ca/>

<http://www.gov.on.ca/MBS/english/travel/index.html>

<http://www.torontomillennium.com/>

Business Brief: Cuba Art Auction

1. What was the purpose of the art auction that was held in Havana? Why was this auction unique? For how much money did some of the Cuban paintings sell? Why were people willing to pay so much money for these paintings? How do the artists benefit from the auction?
2. How would you describe the current relationship between the U.S. and Cuba? What is the source of the friction between these two nations? Define the term "embargo." Refer students to multimedia resources, including the links below, to learn about the history and status of the U.S. trade embargo against Cuba. Then invite students to debate whether or not the U.S. should maintain its embargo against Cuba. After the debate, ask: Why do you think educational and cultural materials are exempted from the embargo? What is your opinion of the embargo? Do you think the Havana art auction will impact the status of the embargo? Why or why not?
3. Have students conduct research to learn more about Cuba's history, music and culture. Direct students to share their findings. Then challenge each student to create a piece of art, such as a painting or sculpture, that they feel represents Cuban life or the relationship between the U.S. and Cuba. Have students write narratives that explain the significance of their creations. Display students' artwork in an exhibit for other students at your school.

LINKS:

<http://www.cnn.com/2000/WORLD/americas/11/21/cuba.art.auction/>

<http://www.lonelyplanet.com.au/dest/car/cub.htm>

<http://www.cubanet.org/cubanews.html>

<http://www.infoplease.com/ipa/A0107443.html>

<http://www.cnn.com/SPECIALS/cold.war/episodes/10/>

<http://hyperion.advanced.org/18355/index.shtml>

EDITOR'S NOTE:

economic embargo

socialist

Cuba

tourism

NEWS CHRONICLE**German Women in Combat**

1. What positions have women traditionally held in Germany's military? Who is Tanja Kreil? What was the outcome of her court case? What percentage of Germany's military will be composed of women? How does this figure compare to Canada's and America's militaries?

2. Why do you think women have been excluded from armed combat in Germany? In your opinion, does excluding women from the military go against the principle of sexual equality? Explain. What challenges do you think integration will pose for Germany's male and female military personnel? How has the German military been preparing for the integration of women? Do you think these measures will be effective? Why or why not?
3. Have students work in groups to research the role of women in their nation's military. If there is, or was, a "gender exclusion" law, when was it instituted and why? Give specific examples of military positions that are "off limits" to women. Do you think this will change? Explain. After the discussion, have your students debate whether or not women should be allowed to serve in combat.

LINKS:

<http://cnn.com/2001/WORLD/europe/germany/01/02/women.army/index.html>

<http://www.emplaw.co.uk/topinfo/kreil.htm>

<http://www.bundeswehr.de/index.html>

George Washington's Slaves

1. Who was George Washington? What commemorative event recently took place at Mt. Vernon? How many slaves did George Washington own? What were their contributions to Mt. Vernon?
2. Challenge students to learn more about the African slave trade and how African slaves were affected by the experience. Divide your class into eight groups. Direct each group to online and archival resources to prepare a presentation about one of the following aspects of the African slave experience:
 1. Enslavement
 2. The Middle Passage
 3. Treatment of Newly Arrived Slaves
 4. Living Conditions
 5. Impact of Slavery on Family Life and Childhood
 6. Resistance
 7. Escape
 8. Emancipation.

After groups present their findings, have students consider the historical and political significance of George Washington's decision to emancipate his slaves.

EXTENSION: Refer students to their texts and library resources to learn more about the role and contribution of slaves in the evolution of America. Ask students to identify the extent to which slaves were a part of southern America's pre-Civil War economy. Then, instruct pairs of students to design memorials in honor of slaves. Along with their designs, ask them to include a paragraph about how they came upon their ideas and what they represent.

LINKS:

<http://www.cnn.com/2000/US/12/30/mountvernon.slaves.ap/index.html>

<http://cnn.com/2001/US/01/01/washington.slaves/index.html>

<http://www.mountvernon.org/>

<http://www.afrigenas.com/>

<http://www.tulane.edu/~amistad>

EDITOR'S NOTE:

women soldiers
combat
military recruits
draft
emancipation
slaves

- commemorate
- descendant

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CNN NEWSROOM Guide

January 04, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45...02:00

Top Story ... 05:10...07:10

-Congress opens its 107th session.

-Hillary Rodham Clinton begins her service as a U.S. Senator.

In the Headlines ... 02:15...09:25

Palestinians conditionally accept a U.S.-proposed peace plan.

DAILY DESK ... 00:40...10:05

Science Desk ... 02:20...12:25

New radar-based devices are being developed for cars, trucks, and SUVs.

WORLDVIEW ... 00:40...13:05

Culture Watch ... 03:40...16:45

France's Foreign Ministry sponsors an exhibit of late 19th century photos.

Information Please ... 02:35...19:20

Western U.S. families volunteer to train guide dogs.

Around the World ... 03:15...22:35

Australia is a popular destination for Kenyan emigrants.

NEWS CHRONICLE ... 00:30...23:05

Disappearing Sparrows ... 02:25...25:30

English sparrows are disappearing.

California Wildfires ... 01:00...26:30

Wildfires strike Alpine, California.

Turner Website Information ... 00:45...27:15

Information on the CNN NEWSROOM Daily Classroom Guide

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: 107th Congress

1. What two chambers comprise the U.S. Congress? How do these two chambers differ? Why is the political composition of the House and the Senate significant? What is the role of the vice president in the Senate?
2. What is the political composition of the 107th Congress? Who are the leaders of the Senate's "moderate coalition"? What will be the impact of this coalition? What is bipartisanship? Do you think members of the new Congress will be able to work together? Why or why not?
3. How will this balance of power in the Senate change on January 20th? Refer students to the last two links below to review the legislative agendas of the House and Senate. Then ask students: How much business do you think the House and Senate will accomplish in the next 16 days? How might the vice presidential transition impact the Senate's legislative process? What difficulties do you foresee for this closely divided Congress? What is at stake if congressional members are unable to work together? In view of the 50-50 split in the Senate, in your opinion, is power-sharing in order, or should the GOP proceed as though they hold a mandate? Explain.
4. Who is Hillary Rodham Clinton? Why is she a controversial figure? What are the responsibilities of a Senator? How do you think Hillary Rodham Clinton's experience as first lady will impact her role as Senator? In what committee will Sen. Clinton be participating? Do you think Hillary Rodham Clinton will be an effective Senator? Why or why not?
5. In the video, we learn that of the 100 U.S. Senators, a record breaking 13 are female. Why is this significant? Challenge students to make a list of other demographic factors, such as age and ethnicity. Then refer students to the last link below to create demographic profiles of the new Senators. Have students present their information and discuss whether or not the new Senate will accurately reflect the interests of all Americans.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/03/new.congress/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/03/hillary.promises/index.html>

<http://www.house.gov/>

<http://www.senate.gov/>

In the Headlines: Mideast Peace

1. What has emerged from the talks between President Clinton and Palestinian leader Yasser Arafat? How is Israel responding to yesterday's developments?
2. What are the key points of the American peace plan? What reservations do Israeli and Palestinian leaders have about this plan? What other hurdles must be overcome for a peace plan to be accepted? To what extent do you think Israel's upcoming election for prime minister and the U.S. presidential transition will impact the peace process? Do you think a peace deal will be achieved before President Clinton leaves office? Why or why not?
3. As a class, review the history of the current conflict between Israel and Palestine. Then, group students and have each group assume the role of either a Palestinian, Israeli or U.S. negotiation team. Have your students conduct a mock summit to deliberate the following key points of the U.S. peace proposal:
 - o Palestinian state would cover 95 percent of the West Bank and all of Gaza

- Palestinian refugees would settle in the new state but would abandon claims to Israeli land
- Palestinians would get sovereignty over Haram al-Sharif -- what the Jews call Temple Mount -- and Arab neighborhoods in Jerusalem
- Israelis would control the Western Wall at base of Temple Mount --Haram al-Sharif to Arabs -- and Israeli neighborhoods in Jerusalem
- Jerusalem would be the capital of both Israel and the Palestinian state
- Israel and Palestine would receive help from the international community to implement agreement.

Following the summit, have each student write a position paper on whether or not he/she supports the American peace plan. Challenge students to amend the plan as they see fit and to provide a rationale for their changes.

LINKS:

<http://www.cnn.com/2001/WORLD/meast/01/03/mideast.06/index.html>

<http://www.cnn.com/2001/WORLD/meast/01/03/koppel.debrief/>

<http://www.cnn.com/SPECIALS/2000/mideast/>

<http://www.cnn.com/SPECIALS/2000/israeli.elections/>

http://www.pna.net/events/pal_position.htm

<http://www.idf.il/>

EDITOR'S NOTE:

moderates
coalition
notoriety
mandate
sovereignty
refugees

DAILY DESK

Science Desk: Car Gizmos

1. What does the new system created by Visteon do? Why is this technology especially important on larger vehicles? How does it work? When will it become available to the public?
2. What is "Adaptive Cruise Control"? How does it work? In what situations do you think people would benefit from having this feature in their vehicles? When does this feature become available? Why do you think many people oppose the use of cruise control? What is Visteon's response to this opposition?
3. Rearview and side view mirrors help drivers become aware of cars near them to avoid collisions when they change lanes. Unfortunately, there are still areas that are not visible to either mirror called "blind spots." Have your students investigate the causes of these blind spots by performing the experiment below. **Note: At no time should students be in a vehicle that is running or has the keys in the ignition. Also, the driver's side window should be rolled all the way down during this experiment.**
 - Group students into four person teams.
 - Have several vehicles (at least as many as there are groups) of varying shapes and sizes parked in an open area. It is important that they be parked far enough away from one another that the driver can't see them in any of the vehicle's mirrors.
 - Assign each group a car with which to work.
 - Have students outline each vehicle on the ground using sidewalk chalk.
 - Have each group assign one student to each of the following jobs: Identifier, Mover, Marker, Observer.
 - Have the Identifiers sit in the driver's seat and adjust the mirrors so that they can comfortably see what is around them.

- Have each Mover stand in various spots around the car. Each time the Mover takes a step, the Identifier should call out whether or not he/she sees the Mover. After each call, the Marker should mark each spot on the ground as Y or N.
- The Observer should write down what he/she sees and draw out what he/she sees happening. Have all members of the group look at the results on the ground, and write down where they think the most dangerous blind spots are located for each vehicle. Then discuss whether their findings support the notion that it is more important to place onboard radar on larger vehicles than it is on small ones.

LINKS:

http://visteon.com/cockpit/Innovations_Capabilities/index.html

<http://www.nysgtsc.state.ny.us/nozone.htm>

<http://bicyclesafe.com/>

<http://www.racingschools.com/tips/mirror.html>

EDITOR'S NOTE:

radar

WORLDVIEW**Culture Watch: France Hidden Photo**

1. What is the subject of the photography exhibit being sponsored by France's Foreign Ministry? From where did the photographs come? What people and places are depicted in the photos? Why are these photos considered a "gold mine"?
2. What is photojournalism? In what way are these photos an example of early photojournalism? Encourage students to explore the field of photojournalism. Ask students to consider:
 - Why people become photojournalists
 - The components of effective photojournalism
 - How photojournalists' pictures influence others.

Then, have small groups of students select contemporary social issues to serve as the themes of photo essays. Instruct students to collect photographs that exemplify their subjects, or take the photos themselves. Have students create displays to exhibit their work.

LINKS:

<http://www.france.diplomatie.fr/index.gb.html>

<http://www.paris-france.org/VR/anglais/>

<http://photoarts.com/journal/SABA/>

<http://www.digitalstoryteller.com/YITL/>

Information Please: Student Dogs

1. What is the job of a guide dog? What service does Guide Dogs for the Blind, Inc. provide? What region does this company service? How many families work for this company?
2. Explain how puppy raisers prepare the young dogs for future training as guide dogs. How do you think relinquishing the trained guide dogs affects the families who have raised them? Why do you think these families are so dedicated to their task?
3. Divide the class into two groups. Direct one group to research the challenges of being visually

impaired, and the other to research the training and role of guide dogs in helping those with visual problems. Have each group present its findings. Discuss how guide dogs help visually impaired people gain independence. Are there any challenges to the visually impaired that cannot be addressed by the guide dogs?

EXTENSION: Inform students that there are volunteer and career opportunities in the training and handling of guide dogs. Encourage interested students to pursue information on these opportunities by contacting local organizations that aid the visually impaired.

LINKS:

<http://www.looksmart.com/eus1/eus53940/eus53948/eus84236/eus84268/eus71238/eus534649/eus53740>

<http://www.guidedogsofamerica.org/>

<http://www.afb.org/facts.html>

Around the World: Kenya Emigration

1. Why are many Kenyans choosing to emigrate? How many Kenyans emigrate to Australia each year? What are Australia's immigration requirements? Why are so many Kenyans moving to Australia? Do you think Kenya's governmental officials should be worried about the current rate of emigration? Why or why not?
2. Why do people emigrate? What factors might compel you to emigrate from your country? What challenges do you think immigrants encounter upon entering a new country? What specific difficulties might an immigrant encounter if he/she did not understand the native language? What types of social services might help immigrants acclimate to their new surroundings?
3. What is the status of Kenya's economy? Do you think people's concerns about the "disintegration" of Kenya are warranted? What can be done to strengthen Kenya's economy? Refer students to the websites listed below to research the history of Kenya under colonial rule and the evolution of Kenya's economy. Ask students to identify how Kenya's infrastructure has changed since the country gained independence in 1983, and the initiatives that have been taken by the Kenyan government to develop its economy. Have students also consider how the World Bank and the International Monetary Fund have impacted Kenya's development. As a class, discuss the benefits and liabilities of Kenya's initiatives to liberalize and globalize its economy. Then, have groups of students write proposals about how to improve Kenya, in order to decrease the nation's emigration rate and promote the return of former Kenyans.

LINKS:

<http://kenyaweb.com/>

<http://www.africaonline.co.ke/>

<http://www.worldbank.org/>

<http://www.imf.org/>

EDITOR'S NOTE:

migrate

France

guide dogs

blind

emigrate

Kenya

NEWS CHRONICLE

Disappearing Sparrows

1. Where in the world can English sparrows be found? What is the status of English sparrow

populations? Why are these birds disappearing in England? What other bird populations are on the decline? Do you think people should be concerned about the disappearance of English sparrows? Why or why not?

2. Remind students that, in addition to the English sparrows, bullfinch and turtle dove populations are down 18 percent, skylarks are down 16 percent, linnets are down 14 percent, and blackbirds are down 30 percent. Then, divide your class into six groups. Have each group research one of the bird species listed above and prepare a status report on the species. Direct students to identify the birds' habitats, migration patterns, predators, and the factors that threaten their existence. After groups present their reports, have students compare and contrast their findings. Ask students to make inferences about why these bird populations are diminishing. How might the depletion of these bird populations impact their ecosystems? What, if anything, can be done to stabilize these bird populations?

LINKS:

<http://www.bartleby.com/65/en/English-sp.html>

<http://www.newton.dep.anl.gov/natbltn/100-199/nb139.htm>

http://iweb.tntech.edu/chem282-tf/to_think.htm

EDITOR'S NOTE:

English sparrow
additives
magpies
Hamburg

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CNN NEWSROOM Guide

January 05, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45...02:00

Top Story ... 07:15...09:15

-Businesses and consumers are being hit hard by California's energy crisis.
-What type of energy policy will President-elect Bush promote?

Presidential Appointments ... 00:25...09:40

President-elect Bush nominates two top-ranking White House officials.

DAILY DESK ... 00:25...10:05

Editor's Desk ... 02:25...12:30

What can you do to preserve events recorded on film?

WORLDVIEW ... 00:40...13:10

Artistry in Action ... 03:20...16:30

A new musical pays tribute to Dr. Seuss.

Wild Kingdom ... 03:20...19:50

A sheep adoption program is preserving Italy's agricultural heritage.

Culture Watch ... 02:30...22:20

The Planet Project conducts the world's largest Internet-based poll.

NEWS CHRONICLE ... 00:35...22:55

Little Genius ... 01:45...24:40

A 12 year old prodigy heads a leading Web design firm.

21st Century Courtship ... 02:25...27:05

The Internet is changing the nature of courtship.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Energy Crisis

1. What is the status and cause of California's energy crisis? Why have regulators approved a temporary electricity rate hike? Why are power companies in California in financial trouble? How is this rate increase affecting energy-sensitive businesses and California residents? How will California's energy crisis impact American consumers?
2. What is deregulation? Why are industries sometimes deregulated? When industries are deregulated, what, in theory, "regulates" businesses within that industry? Besides California's energy industry, what other kinds of industries have been deregulated in recent years? In your opinion, should any industry be regulated by the government in a free market economy? Explain.
3. Point out that, according to the Energy Information Association, "The electric power industry is evolving from a highly regulated, monopolistic industry with traditionally structured electric utilities to a less regulated, competitive industry." Refer students to the fifth and sixth websites below to learn more about the status and impact of energy deregulation in their state and throughout the U.S. Have students share their findings in class discussion. Next, instruct students to interview either adult consumers or professionals in the energy industry to get their perspectives on deregulation. Then divide your class into two groups to debate whether or not states should deregulate their power industries.
4. Who is Spencer Abraham? What is his background with the Energy Department? What is the role of the U.S. Secretary of Energy? Why do you think Mr. Bush nominated Mr. Abraham for this post? Why are many environmentalists opposed to his nomination? What are Mr. Bush's and Mr. Abraham's positions on the use of the Arctic National Wildlife Refuge, and on energy production in general? Do you share their views? Why or why not?
5. What are fossil fuels? Point out to students that fossil fuel depletion is a major global concern. According to the Alternative Energy Organization, "Estimated western world resources are sufficient to satisfy demand for only 42 years, though some experts maintain that global fossil fuel resources will be around for 100 years." To what extent does the world depend on fossil fuels? How would the depletion of fossil fuels affect you? Have students create web charts that depict how energy is important to different aspects of their nation's infrastructure. Discuss how energy is essential to the development and stability of their country.

LINKS:

<http://www.cnn.com/SPECIALS/2001/power.crisis/>

<http://www.energy.ca.gov/>

<http://www.reliantenergy.com/Default.asp?cd=1&>

<http://www2.caiso.com/aboutus/>

http://www.eia.doe.gov/cneaf/electricity/chg_str/tab5rev.html

<http://www.eia.doe.gov/cneaf/electricity/page/primer.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/02/bush.transition/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/04/clark.debrief/>

EDITOR'S NOTE:

deregulated
kilowatt-hour
textile
aerospace

DAILY DESK

Editor's Desk: Losing Memories

1. Why do people take pictures and make videos of their life events? In reality, will their videos last a lifetime? Explain. What is the maximum lifespan of videotapes? What do libraries and the U.S. government use to save history? Why?
2. How long do 3 1/2 inch floppy discs last? What about CD-ROMs? Why might CD-ROMs soon become obsolete? Why do you think that no one knows the life expectancy of a DVD? How long can black and white films last if well-stored and processed? What about color films? What is the common enemy of all films? Why?
3. What do experts recommend people should do to preserve their home movies? What tips do the experts offer for storage and updating? How does the Betamax technology of the '80s illustrate their point?
4. Initiate a class project, a history of visual media. Divide the class into small groups and have each choose one time period and its advances in visual media to research. Challenge each group to create an informative exhibit of its time in visual media history. Place the exhibits in chronological order, and invite other classes to visit the display.

LINKS:<http://www.mediahistory.com/><http://www.timeandagainphoto.com/><http://www.goldcanyon.com/photo/history.html><http://www.azuswebworks.com/photography/index.html>**EDITOR'S NOTE:**

obsolete

CD-ROM

DVD

visual media

Betamax

WORLDVIEW**Artistry in Action: Seussical**

1. By what pseudonym is Theodor Geisel known? Why are Dr. Seuss' books unique? What is the theme of "Seussical: The Musical"? What problems has the production encountered, and how are these issues being addressed? Do you have a favorite Dr. Seuss book or movie? If so, which one? Why?
2. Point out that Dr. Seuss wrote his books for both children and adults. According to the official Dr. Seuss website, "Under a lot of his books were morals that he was trying to get through to the adult who was reading the book, and at the same time instill them in the child as they grow." Challenge each student to read one of Dr. Seuss' books and write a report about the underlying messages in the story. Have students consider when the story was written and whether or not the story and its morals are dated. Have students share their reports with the class.

LINKS:<http://cnn.com/2000/SHOWBIZ/Arts/11/29/seussical/index.html><http://www.afn.org/~afn15301/drseuss.html>**Wild Kingdom: Italy Adopt-A-Sheep**

1. What is the purpose of Italy's sheep adoption program? How does the program work? How did the program originate? What products are derived from sheep?
2. What is "agricultural heritage"? Why is it important for a country to preserve its agricultural heritage? Why is Italy's agricultural heritage in danger of disappearing?
3. How have agricultural practices and the role of agriculture changed during the last two hundred years? Group students and have each group select a different country. Challenge groups to prepare multimedia presentations about the agricultural heritage and evolution of agriculture in their nations. Ask students to consider the impact of population growth and industrial development. How are city dwellers preserving traditional agricultural practices? After the presentations, challenge each group to develop an idea for preserving an aspect of its country's agricultural heritage. Have students present their ideas and discuss.

LINKS:

<http://www.aces.uiuc.edu/~sare/history.html>

<http://hubcap.clemson.edu/scafrrs/Edisto/ahc/ahc.htm>

<http://sunsite.au.ac.th/amazing/subagri.html>

<http://www.nfu.org/>

Culture Watch: Planet Project

1. What is the Planet Project? What type of information did the project glean about the human condition? Why is this information important? Who might use this information? How might this information be used?
2. Who participated in the study? Does this study provide an accurate representation of the global community? Why or why not? What challenges do you think were associated with conducting this survey?
3. How is the Planet Project funded? Refer students to the second link below to identify the Planet Project's corporate sponsors. What are the similarities and differences between these organizations? Why do you think they chose to sponsor the Planet Project? Do you think these companies made a good investment? Why or why not?
4. *Attention teachers: Please prescreen the following website, as it contains information that may not be appropriate for all students.*

Refer students to the following link to learn more about the Planet Project, and to compare their views and opinions to those of their peers around the world:

http://www.planetproject.com/en/student/results/SUPanel_f.html. Ask students: What findings surprised you? Which questions did you feel were the most important? Why? What questions were missing that you would like to have seen asked?

5. Refer students to the Planet Project's "Our World" poll at the third website below. Have each student pose these questions to ten people. Have students note the age and gender of the respondents. Then have students create a series of graphs that compare the results of their poll to those of the Planet Project poll. Encourage students to represent their findings in different types of graphs, such as bar graphs, line graphs, pie charts and histograms. Ask groups to present their graphs and explain why they chose to represent each question as they did. What are the pros and cons of presenting data like this in graph form versus written form?

LINKS:

http://www.3com.com/news/events/planet_project/

<http://students.planetproject.com/en/index.html>
<http://www.planetproject.com/en/adult/>

EDITOR'S NOTE:

Theodor Geisel
Dr. Seuss
agricultural heritage
adoption
pollsters
survey
global community

NEWS CHRONICLE**Little Genius**

1. Who is Keith Peiris? What is his role at Cyberteks Design? Why is Keith going to China in February?
2. How might Canadians benefit from establishing trade relations with China? Ask students to share what they know about the history, culture, politics and economy of modern-day China. In spite of possible economic benefits, why might some people oppose establishing trade relations with China? How might the introduction of international business and trade impact China's culture, economy and infrastructure? Discuss.

LINKS:

<http://www.cyberteks.net/aboutus.htm>
<http://www.chinavista.com/business/trade.html>
<http://www.wto.org/>
<http://www.hrichina.org/>

21st Century Courtship

1. What is the "Love By Mail" website? Why do you think this website is so popular? How is the Internet changing the nature of courtship and romance? What are the benefits and drawbacks of these changes?
2. Refer students to library and online resources, including the links below, to research the history of courtship rituals. If possible, have students examine the courtship rituals of different cultures. Instruct students to compare courtship rituals of the past to contemporary courtship practices. In what way do the courtship rituals reflect the culture of their time? Why do you think courtship rituals have changed over the years? Which customs do you like the best? Why?

LINKS:

<http://kids.infoplease.lycos.com/ipka/A0767654.html>
<http://kids.infoplease.lycos.com/ipka/A0767650.html>
<http://www.sussexcounty.com/february/yester.htm>

EDITOR'S NOTE:

prodigy
China
trade
romance

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CNN NEWSROOM Guide

January 08, 2001

Chat with educators around the world and swap teaching ideas. Log on to CNNfyi.com!

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 01:00...01:55

Top Story ... 04:00...05:55

- The U.S. Congress certifies the presidential election.
- Questions surround two of President-elect Bush's cabinet nominees.

DAILY DESK ... 00:25...06:20

Environment Desk ... 02:30...08:50

A new hybrid of solar and fuel cell technologies is being tested.

Desk Extra: California Energy ... 03:50...12:40

- Energy conservation is more than a fad in California.
- The town of Redding has an energy surplus.

WORLDVIEW ... 00:45...13:25

Top of the World ... 02:00...15:25

Pollution in the Rio de la Plata has reached dangerous levels.

Culture Watch ... 02:50...18:15

A simple refrigerator impacts business in Nigeria.

Inside Africa ... 03:35...21:50

Many young Kenyans suffer from malnutrition.

One World Habitat: Virtual Reality Oil Search ... 04:00...25:50

Shell Oil uses virtual reality to locate underground reserves.

NEWS CHRONICLE ... 00:25...26:15

What's Next for Clinton? ... 01:30...27:45

CNN's Bruce Morton considers what President Clinton might do when his term is over.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Cabinet

1. What role did the U.S. Congress play this weekend in the presidential election? According to the certified total, how many electoral votes did George W. Bush and Al Gore each receive? Who declared Bush the winner? Why was he charged with this duty? Where will the certified electoral votes go next?
2. Who is President-elect Bush's nominee for Attorney General? Why is there some opposition to this nomination? Who is Linda Chavez? Why are labor pressure groups and some Democrats lobbying against her? According to the video, why did Chavez allow an illegal immigrant to live in her house? Why could the situation pose a political problem for Ms. Chavez? How have Republicans reacted to the allegations? How might the situation become a political dilemma for Democrats?
3. Many Democrats oppose the confirmation of Linda Chavez as labor secretary because she is opposed to affirmative action. Help your students conduct research to learn more about this issue and its pro and con arguments, and share their findings. Do students think that Linda Chavez should be rejected as the next head of the Labor Department because of this stand? Discuss.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/06/electoral.vote/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/07/chavez.immigrant/index.html>

<http://www.govspot.com/issues/affirmativeaction.htm>

EDITOR'S NOTE:

joint session

immigrant

domestic

plight

John Ashcroft

Linda Chavez

DAILY DESK

Environment Desk: Solar Fuel Cells

1. What two energy technologies are combined to help the Flying Wing stay airborne? Which companies manufacture these technologies? Describe how these technologies work individually and interactively on the Flying Wing. Why isn't this method of energy collection, storage, and application widely used today? How do scientists believe the situation will change in the near future?
2. How much energy is the current Flying Wing capable of storing each day? What applications for this kind of energy system are mentioned in the story? Considering military and civilian possibilities, what additional applications can you add? If this technological combination leads to a series of devices that act as "inexpensive satellites," how might they impact the communications industry? How do you think this kind of energy system will be used 20 years from now?
3. Describe how the term "closed system" applies to the Flying Wing. What significant differences are there between producing power in a closed system and in an open system? How do you think these differences would affect the cost of power production? Explain.
4. The possibility of applying this technology toward maintaining power in space stations is mentioned in the story. Have your students investigate how and where this kind of technology

might fit into the current plans for the International Space Station. Working in small groups, have students discuss their ideas for fitting flying wings into the existing space station structure or attaching them onto it. Then, have each group draw a diagram showing how one of the discussed ideas might look. Have groups share their drawings and collaboratively write a letter to NASA suggesting several of their uses.

LINKS:

<http://www.iklsd.org/iss.htm>

http://jem.tksnasa.gov/jp/iss/construct/index_e.html

<http://spaceflight.nasa.gov/station/>

<http://www.aerovironment.com/area-aircraft/unmanned.html>

<http://www.dfrc.nasa.gov/gallery/photo/Helios/HTML/EC99-45161-10.html>

Desk Extra: California Energy

1. How does the Curtis family put energy conservation into practice? How does the Perez family practice conservation? Explain how conservation is "built into the psyche" of many Californians.
2. In the video we hear that there is "...widespread belief that the electricity crisis is not a real shortage, but a manipulated one." What is a "manipulated" shortage? Based on what you have seen and heard in the news, do you think California's energy problems are real or manipulated? State your rationale.
3. Where is the town of Redding located? How many people live there? How does it get its electricity? What does it do with the surplus? How does the revenue generated from the sale of surplus energy help the town? How much of a profit has the town earned from its energy sales? What is likely to happen to Redding's energy rates in the future? Why? Explain how Redding's energy situation illustrates the principle of supply and demand.
4. Is energy conservation built into your students' psyche? Have students work in groups to identify areas throughout your school where more could be done to conserve energy. Have groups combine their efforts to create an energy conservation awareness campaign for the school. Direct your class to offer energy conservation messages in the school's morning announcements and newspaper.

LINKS:

<http://www.cnn.com/2001/US/01/06/calif.conserve/>

<http://www.cnn.com/2001/US/01/07/power.surplus.town/index.html>

<http://www.pge.com/>

EDITOR'S NOTE:

photovoltaic cells
solar cells
non-polluting energy
conservation
bankruptcy

WORLDVIEW**Top of the World: Argentina Water Pollution**

1. Locate the nation of Argentina on a world map. What city is its capital? What season are the people of Buenos Aires currently experiencing? Why is the government warning them not to cool off in the Rio de la Plata?

2. Why is a dip in the Rio de la Plata a dangerous activity? How has the government responded to this environmental and health crisis? What did the environmental organization Greenpeace do to call attention to this problem?
3. Inform students that the Riachuelo tributary is just one of the many waterways in Argentina that carries tons of trash, untreated sewage, chemicals, soaps, pesticides and even heavy metals toward the Rio de la Plata. Have students work in groups to investigate Argentina's water pollution problem. As a class, discuss the health, environmental, business and economic costs of pollution in Argentina. Then have each student write a letter to the Argentine government advocating immediate action to address this problem.

LINKS:

<http://ens.lycos.com/ens/jan99/1999L-01-19-04.html>

<http://www.odci.gov/cia/publications/factbook/geos/ar.html>

<http://www.lasvegassun.com/sunbin/stories/w-sa/2001/jan/06/010600640.html>

<http://www.worldbank.org/html/extdr/extme/1641.htm>

Culture Watch: "Pot-in-Pot" Refrigerator

1. What is the "pot-in-pot" refrigerator? Describe how it works. Who developed it? What prompted teacher Mohammed Bah Abba to invent this device?
2. Approximately how much does each "pot-in-pot" refrigerator cost to make? How much profit is earned on each one? For what purposes are the profits used? What is Bah Abba's ultimate objective? How might his invention lead to a better quality of life for young Nigerian women?
3. Point out that, in addition to its monetary benefits, the "pot-in-pot" refrigerator preserves food for consumption instead of letting it go to waste. That is important, especially in a country where subsistence farming is a way of life. Other developed and developing countries could soon face serious issues surrounding food production. United Nations experts estimate that, fifty years from now, the world population could reach as many as 12 billion people. Ask students to consider how all these people will be fed. Have students, working in groups, research some other ways that food could be produced and preserved now and in the near future. Have members of each group, acting as a United Nations advisory committee, use their information to create a list of recommendations for dealing with global supply and demand for food in the future.

LINKS:

<http://ificinfo.health.org/insight/janfeb99/foodbiotechnology.htm>

<http://www.agrsci.unibo.it/wchr/wcl/segre.html>

<http://www.arap.org/adlittle/4.html>

Inside Africa: Kenya Hunger

1. Locate the nation of Kenya on a world map. According to a recent survey conducted in one area of this country, what percentage of its children under age five suffer from malnutrition? How have Kenyans responded to this crisis? From what other sources has aid come? Specifically, what are health officials asking for to combat child malnutrition?
2. What are the causes and effects of malnutrition? Have students work in groups to answer this question, and to determine the different kinds of malnutrition that can be found around the globe. Share group information. As a class, discuss the medical and social costs of malnutrition on a nation as well as the global community.

LINKS:

http://www.brown.edu/Departments/World_Hunger_Program/index.html

<http://www.medstudents.com.br/pedia/pedia1.htm>

<http://www.odc.com/anthro/tutorial/tunit18.html>

<http://www.worldhunger.org/>

One World Habitat: Virtual Reality Oil Search

1. What approach are researchers at Shell Oil Company using to find hidden underground oil reserves? What is the first step in their search? What role does 3D software play in their search? How does this technology help researchers avoid obstacles and hazards to drilling?
2. What are the benefits of using virtual reality technology to search for oil? How do cost breaks for oil companies benefit consumers? How has the use of this technology already paid off for Shell?
3. As demand for energy grows and supplies dwindle, technology takes on a more vital role in finding, producing, and transporting forms of energy like oil, gas, solar and hydro power. Divide your class into small groups, and challenge each to research the use of technology in the discovery, production or transportation of one kind of energy. Have each group present its findings. Are there any economic and/or environmental advantages to these technological methods? Discuss.

LINKS:

<http://www.diveweb.com/offshore/index.shtml>

<http://www.sgi.com/features/1999/may/energy/>

<http://www.shellus.com/nonShock/index.html>

<http://www.oilandgasonline.com/content/homepage/default.asp?VNETCOOKIE=NO>

EDITOR'S NOTE:

pollutants
Greenpeace
Kenya
malnutrition
virtual

NEWS CHRONICLE

What's Next for Clinton?

1. What are some scenarios Bruce Morton presents for President Clinton's future? Which, if any, do you think are likely to become reality? Why? Why could the president, once he leaves office, be indicted? Do you think he will run for office? Why or why not?
2. In the video, Bruce Morton refers to William Jefferson Clinton as "arguably the most complex and interesting president since Richard Nixon." Do you agree or disagree with this statement? Explain.
3. Challenge your students to "fast-forward" ten years into the future. What do they think Bill Clinton will be doing? Have each student write a newspaper article or the script for an interview with the "former" president. Have students share their work with the class. Is there a consensus among your students that Bill Clinton will stay in the public eye, or retire to private citizenship?

LINKS:

http://www.whitehouse.gov/WH/EOP/OP/html/OP_Home.html

<http://www.whitehouse.gov/WH/glimpse/presidents/html/bc42.html>

<http://www.security-policy.org/clwatch.html>

EDITOR'S NOTE:

William Jefferson Clinton
Richard Nixon
presidential library

senator

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CNN NEWSROOM Guide

January 09, 2001

Due to technical problems, today's program is not closed-captioned. We apologize for any inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 01:00...01:30

Top Story ... 03:00...04:30

Israeli demonstrators protest the idea of a divided Jerusalem.

In the Headlines ... 02:10...06:40

The controversy surrounding Linda Chavez continues.

Turner Website Information ... 00:45...07:25

Information on the CNN NEWSROOM Daily Classroom Guide

DAILY DESK ... 00:45...08:10

Health Desk ... 02:00...10:10

Doctors offer group appointments to have more time with patients.

Desk Extra: Ritalin Abuse ... 02:40...12:50

Some college students are abusing the drug prescribed for ADHD.

WORLDVIEW ... 00:25...13:15

Inside North America ... 07:00...20:15

One New Hampshire doctor pits personal safety against civil liberty in his fight for seat belt laws.

Around the World ... 02:20...22:35

A program in Thailand is improving the lives of the disabled.

NEWS CHRONICLE ... 00:25...23:00

Stamps ... 04:00...27:00

-How are designs for postage stamps chosen?

-A rate hike means the lowly one-cent stamp is back in its glory.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mideast Conflict

1. How much time does President Clinton have left in office? What international issue has become a priority for him? Why is the president's chief negotiator on his way to the Middle East? What is President Clinton proposing to settle the Mideast conflict? What would the Palestinians have to concede in return?
2. How are Israelis reacting to the Clinton proposals? When did Israel begin its occupation of East Jerusalem? Does the international community recognize this occupation? Explain. How do most Israelis feel about it? As the Israelis held a rally, what were the Palestinians doing?
3. Read your students this recent quote about the Mideast conflict from President Clinton: "The alternative to peace is being played out before our very eyes. The only consequence of further delay will be greater loss and blood and tears. There is no choice but to create two states and make the best of it." In class discussion, analyze what the president is saying. Then have students work in groups to conduct research on both the Israeli and Palestinian sides of the Mideast conflict, and share their findings. Challenge each student to write an editorial that might appear in either a Palestinian or an Israeli newspaper, in agreement or disagreement with President Clinton's view.

LINKS:

<http://www.cnn.com/SPECIALS/2000/mideast/>

<http://www.cnn.com/2001/WORLD/meast/01/08/mideast.03/index.html>

<http://www.cnn.com/chat/transcripts/2001/01/08/koppel/>

In the Headlines: Bush Cabinet

1. For what cabinet post has Linda Chavez been nominated? What issue has erupted into a controversy surrounding her nomination? According to Marta Mercado, did Linda Chavez know she was an illegal immigrant? How has President-elect Bush responded to this controversy? Why are some in Congress and labor still critical of Ms. Chavez?
2. Ask students to review Linda Chavez's qualifications and stands on labor-related issues, as well as the recent allegations cited in the video. Then have each student act as a U.S. senator and issue a brief written statement outlining his/her view on Ms. Chavez as the nominee for Secretary of Labor. Ask students: Would you vote for or against her confirmation? Why?

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/08/bush.wrap/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/08/clark.debrief/>

EDITOR'S NOTE:

framework
right-wing
Israel
Palestine
sentiment
contentious
confirmed
ranking Democrat

DAILY DESK

Health Desk: Doctor's Time

1. Why is the doctor-patient relationship important? Why have doctors' visits grown shorter in recent years? How are some doctors trying to rectify this problem?
2. What are the pros and cons of group medical appointments? Do you think group medical appointments will improve the quality of patient care? Why or why not?
3. Why are some doctors struggling to earn a living? What are the costs associated with running a medical practice? What is "managed care"? How has managed care impacted the delivery of medical services? Invite a doctor to your class to talk about the expenses and challenges associated with running a medical practice, including the challenges of operating within a managed care system. How do these issues impact doctors, consumers, and the nature of the doctor-patient relationship? What is being done to address these issues?
4. What is pediatric medicine? What common childhood illnesses require medical attention? How might group appointments impact the delivery of pediatric medicine? Ask each student to interview their parents to find out what type of pediatric medical insurance they have, the benefits and drawbacks of the coverage, and whether they would welcome pediatric group medical appointments. Have students share their findings in a group discussion.

LINKS:

<http://home.earthlink.net/~austintxmd/Pages/insindex.html>

<http://www.mdadvice.com/topics/general/info/5.htm>

<http://www.hcfa.gov/medicaid/mcaicnsm.htm>

<http://www.aetnaushc.com/pruhealthcare/Health/Wellness/hch wz1002.html>

<http://www.medscape.com/>

Desk Extra: Ritalin Abuse

1. What is ADHD? What drug is commonly prescribed for this condition? Why are some college students illegally using this drug? Why are some adults abusing this drug as well? How can Ritalin be dangerous for some who take it without a prescription? What is cardiac arrhythmia?
2. Impress upon your students the importance of never taking a prescription drug unless that drug was prescribed specifically for them. Inform students that, every year, millions of people self-medicate with over-the-counter, herbal, or prescription medications that are inappropriate for their conditions. Such self-medication can be dangerous and sometimes fatal. Have students work in groups to investigate the dangers of self-medication and present their findings to the class. Have your class produce and distribute an informative brochure on the dangers of self-medication.

LINKS:

http://onhealth.webmd.com/conditions/in-depth/item/item%2C39225_1_1.asp

<http://add.miningco.com/health/add/library/weekly/blherbal.htm>

<http://www.smtmoves.com/HOL/stress6.html>

<http://community.nursingspectrum.com/MagazineArticles/article.cfm?AID=2648>

EDITOR'S NOTE:

managed care

house call

vitals

group medical appointments

doctor-patient relationship

arrhythmia

WORLDVIEW

Inside North America: Buckling Down

1. Who is Dr. Joseph Sabateau? Where does he practice medicine? Why did he leave Boston? What "battle" has erupted around him? Why is he so passionate about seat belt use?
2. What happened when New Hampshire's legislature passed a law requiring everyone under the age of 18 to buckle up? What happened to the number of car fatalities in Dr. Sabateau's town over the past three years? Do you think this has anything to do with the passage of mandatory seat belt use laws for minors? Explain.
3. What is the slogan seen on New Hampshire's license plates? How does this slogan illustrate the spirit of the anti-mandatory seat belt forces? Why are people like Herman Packard "vehemently opposed" to seat belt laws? Why do some claim that the choice to wear or not wear a seat belt is a personal decision? Are there any costs to society if one chooses not to wear a seat belt? Explain. What do you think of the argument that "the cost to society from smoking is probably 100 times greater than wearing a seat belt"? State the rationale behind your opinion.
4. General mandatory seat belt laws, in various forms, can be found in every state of the U.S. except New Hampshire. Challenge your students, working in small groups, to examine the specifics behind your state's seat belt laws. Have students determine whether and to what extent seat belt laws address the following issues:
 - mandatory seat belt use for all drivers and all passengers in all cars and trucks;
 - standard, or primary, seat belt enforcement (i.e., police can stop and check whether all passengers required by law to wear seat belts are wearing them);
 - the "seat belt defense": Damages collected by someone in a crash may be reduced for failure to wear a seat belt;
 - child restraint in passenger cars and trucks;
 - school bus safety.Have each group use its findings to prepare a written position paper on whether your state's seat belt laws should be strengthened.
5. Generate a class discussion about civil liberties: What are some of the civil liberties that your students enjoy? To what extent are any or all of these limited by the federal government? Discuss occasions when civil liberties are limited in the interest of personal safety. If your school has metal detectors, for example, do students feel the sacrifice of some individual civil liberties is worthwhile to promote their general well-being or safety? When, if ever, do students feel the government may go too far? Relate this discussion back to the dilemma facing citizens in New Hampshire over their seat belt legislation. Challenge each student to prepare and deliver a 2-minute speech in support of or opposition to tougher seat belt laws in New Hampshire.

LINKS:

http://www.hwysafety.org/safety_facts/state_laws/restrain.htm

<http://www.cnn.com/US/9902/15/seatbelt.laws/>

<http://www.gainesvillesun.com/opinion/letters/03-17-00letlong.shtml>

http://www.ohsp.state.mi.us/campaigns/camp_belt.htm

Around the World: Thai Disabled

1. How did Oradee Silahai become disabled? What does she do for a living now? How did she become involved in this business? Why is Thailand's Food and Agriculture Organization focusing on cultivating mushrooms at its disabled farmer facility? What else do the disabled learn at this facility?
2. What challenges confront the disabled in your country? What programs and legislation exist to help them? Have students work in groups to research the answers to these questions, and share their findings. Refer back to the video, and point out that Oradee Silahai tells the disabled everywhere

not to "overlook your potential." What do students think she means? How can political leaders and society help the disabled to maximize their potential and improve their quality of life? Discuss.

LINKS:

<http://www.usdoj.gov/crt/ada/adahom1.htm>

http://www.findarticles.com/m01FW/45_21/57436433/p1/article.jhtml

<http://www.rit.edu:80/~easi/>

EDITOR'S NOTE:

New Hampshire
seat belt
cost to society
fatalities
compulsory
"Live Free or Die"
Thailand
disabled

NEWS CHRONICLE**Stamps**

1. What is the source of most postage stamp subjects? About how many suggestions for stamp designs are reviewed each year? Who reviews them? Who sits on the Citizens' Stamp Advisory Committee? What do these individuals have in mind when selecting designs to the Postmaster General? Approximately how long does it take for a stamp to go through the production and design process?
2. Prior to January 7th, how much did it cost to mail a letter in the U.S.? What does it cost now? Why is the one-cent stamp suddenly in demand? What is a "grace period"? How long of a grace period does the Postal Service allow for letters mailed after stamp prices increase? What design can be seen on the one-cent stamp? Why does the artist who designed this stamp wish his work appeared on a different one?
3. In the video we hear that, every few years, the one-cent stamp "gets its 15 minutes of fame." Where do all those one-cent stamps go? What have they "seen" and "experienced" in their brief "lives"? Challenge your students to summon their creative writing talents. Have each student select a time when the one-cent stamp was in demand, and chronicle its journey on an envelope from the sender to its destination. Share student writing samples with the class.
4. Challenge your students, working individually or in small groups, to create designs for postage stamps. Remind them of the criteria mentioned in the video. Have students/groups present their designs to the class. If the class decides one is especially good, submit it to:
The United States Postal Service
Citizens' Stamp Advisory Committee
475 L'Enfant Plaza
Washington, D.C. 20260-2437.

LINKS:

<http://new.usps.com/cgi-bin/uspsbv/scripts/front.jsp>

<http://www.stamps.net/>

<http://www.stamps.org/>

EDITOR'S NOTE:

postage stamp
stamp designs

one-cent stamp

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CNN NEWSROOM Guide

January 10, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:00...01:45

Top Story ... 02:30...04:15

-Linda Chavez withdraws her name from consideration for labor secretary.
-CNN's Bruce Morton looks at cabinet picks who were never confirmed.

At Issue: College Integration ... 03:10...07:25

Forty years after its integration, the University of Georgia still faces racial issues.

DAILY DESK ... 00:50...08:15

Business Desk ... 02:30...10:45

Famous business cards are valuable to collectors.

WORLDVIEW ... 00:35...11:20

Taking Care of Business ... 08:00...19:20

Finland is home to a global leader in telecommunications.

Business Brief: Oscar Wilde's Debt ... 02:20...21:40

One hundred years after his death, Oscar Wilde's last debt is paid.

Turner Website Information ... 00:45...22:25

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...23:00

FDR Memorial ... 02:00...25:00

A new memorial presents a different image of Franklin D. Roosevelt.

Space is the Place ... 02:00...27:00

Earthlings are treated to the year's first lunar eclipse.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Transition

1. Why did Linda Chavez withdraw her name from consideration as labor secretary? Why do you think she felt she was becoming "a distraction"? In what capacity had she served in a previous presidential administration? Who are some of the other possibilities for labor secretary now?
2. For what cabinet post was Zoe Baird nominated? Who nominated her? Why did she never assume the post of attorney general? What other Clinton nominees for attorney general suffered a similar fate? How can gossip ruin a nominee's chances for confirmation? Give an example from the video. In general, why are most presidential nominees confirmed? List the reasons why some are not.
3. In her remarks yesterday, Linda Chavez commented that the lengthy presidential election shortened the process for cabinet nomination. This may be why the Bush team didn't know about the illegal immigrant she housed. Under normal circumstances, what process must presidential appointments undergo before they even reach their confirmation hearings? Have students conduct research to learn more about the presidential appointment process. The last website below should be helpful. After they review the information, ask students why they think this process is so involved, and why these steps are necessary. Do students think a longer transition period could have prevented what happened to Linda Chavez? Why or why not?

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/09/bush.wrap/index.html>

<http://www.loc.gov/global/legislative/executive.html>

<http://www.senate.gov/>

<http://www.appointee.brookings.org/resourcecenter/resourcecenter.htm>

http://www.appointee.brookings.org/resourcecenter/overview_appointments_process.htm

At Issue: College Integration

1. When was the University of Georgia integrated? Who were the university's first two African-American students? Currently, what percent of UGA's student enrollment is African American? How does this compare to the percentage of African Americans in Georgia?
2. Until last summer, what role did race play in admission to the University of Georgia? Why is UGA defending this practice? Why do students like Aimee Bogrow call this a case of "reverse discrimination"? What action did she and two other white women take to secure admission to the university? How did the university's admission policy change as a result? Where could this case eventually be heard?
3. In the video, we hear opponents of the university's admission policy say that affirmative action is a form of discrimination, while its supporters claim it is important to ensure educational diversity. With whom do your students agree? Have them work in groups to research both sides of the affirmative action debate, focusing their investigation on the use of affirmative action measures in college admissions. Direct each student to formulate an opinion and write a position paper on the use of affirmative action policy in college admissions.

LINKS:

<http://www.uga.edu/>

<http://www.govspot.com/issues/affirmativeaction.htm>

<http://www.law.harvard.edu/groups/civilrights/alerts/college.html>

<http://vote96.ss.ca.gov/Vote96/html/BP/209yesarg.htm>

<http://www.washingtonpost.com/wp-srv/politics/special/affirm/affirm.htm>

EDITOR'S NOTE:

Linda Chavez
embroiled
affirmative action
candor
radical
filibuster
integrate
reverse discrimination

DAILY DESK**Business Desk: Famous Business Cards**

1. Who are some of the famous people whose cards are seen in the video? Who owns this collection of cards? Why do you think some of the people in the video are skeptical about these cards? If you had doubts as to the cards' authenticity, how could you determine whether or not they were real?
2. Why do businesspeople carry cards? Do you know people who have business cards? If so, what purpose do you think these cards serve? What might make them "valuable"? How is their value to businesspeople different from their potential value to collectors? How does this explain why an item's function is not always the determining factor in its worth?
3. Almost everyone collects something. Direct students to pull together representations of their favorite personal collections. Ask each student to bring in samples of the collection, if possible, or photos of it, and to explain to the class why he/she collects these particular items. Review what makes the collection valuable, and to whom it has value.

LINKS:

<http://web.philly.com/content/columbia/2000/10/20/life/bizcards20.htm>
<http://www.investorwords.com/c4.htm#collectible>
<http://ciber.bus.msu.edu/busres/channel/businesscard.htm>

EDITOR'S NOTE:

business card
collectible

WORLDVIEW**Taking Care of Business: Nokia**

1. How common are cell phones among the people of Finland? What nickname do the people of Finland have for cell phones? What well-known telecommunications company is based in Finland?
2. What is Nokia's current worldwide market share? Which telecommunications companies are its closest rivals? What is the origin of the Nokia company's name? What kind of business was established in this town in 1865? What additional products did the company eventually sell? Who was Finland's biggest trading partner? How did the fall of the Soviet Union impact the Nokia company?
3. Who was hired as Nokia's new CEO in the mid-1980s? How did he change the company's focus? What was the company's goal in 1994? Did it meet this goal? Explain. To what does the company's

CEO attribute Nokia's success?

4. Who is Yrjo Neuvo? What has been his role in Nokia's success? What plans does he have for Nokia's future?
5. What do your students know about Finland? Have them work in groups to research Finland's government, economy, geography, history and culture, focusing especially on those aspects of the country that make it a good location for high tech businesses. Then challenge each group to use its findings to prepare a presentation designed to attract high tech and telecommunications companies to Finland.
6. Point out that, in this story, we learn that the current Nokia company evolved from a failing business. Divide your class into small groups. Have each group locate information on any other business, city, or town that has rebounded from the danger of financial collapse. Have each group profile that business, city or town and explain how it turned itself around in the wake of financial disaster.

LINKS:

<http://www.nokia.com/main.html>

<http://www.looksmart.com/eus1/eus65300/eus317862/eus325858/eus265822/eus265831/eus567032/r?l&>

<http://www.finnfacts.com/>

<http://www.bof.fi/env/rhinden.htm>

<http://virtual.finland.fi/>

Business Brief: Oscar Wilde's Debt

1. What kind of business is Lock's? Who was Oscar Wilde? How much money did he owe the hatter? When was this debt finally paid? Who paid it? Why was the timing of this payment significant?
2. According to Alan Titchard, how did Oscar Wilde treat money? What was Wilde's "simple philosophy" regarding money? Why is it a good thing that Lock's did not charge interest on Wilde's debt?
3. Remind students that Oscar Wilde's debt to the hatter was paid by a "mysterious benefactor." Ask students what this means. Then challenge students to put themselves in the place of a mysterious benefactor who could use unlimited resources to settle the accounts of another. Have each student conduct research to learn more about any famous person, and construct a hypothetical situation in which the person died owing money to another person or a business. Have each student write an essay in which he/she explains why he/she chose to be the benefactor and pay off this famous person's debt. Have students share their essays. Discuss what may have motivated the "mysterious benefactor" mentioned in the video.

LINKS:

<http://landow.stg.brown.edu/victorian/decadence/wilde/wildeov.html>

<http://www.showgate.com/tots/gross/wildeweb.html>

EDITOR'S NOTE:

Nokia
Finland
telecommunications
Oscar Wilde
pounds
shillings
interest

NEWS CHRONICLE

FDR Memorial

1. Who was Franklin Delano Roosevelt? With what disease was he stricken throughout his presidency? Why was the disabled community critical of the monument to the former president that was completed in 1997? How did the Memorial Commission defend the decision to portray FDR without his wheelchair? How will the new statue, to be unveiled today, be different?
2. Why do historians believe that it is essential to portray FDR's disability? What does his grandson hope others will gain by seeing a likeness of the former president in his wheelchair? Do you think FDR would approve of the new memorial? Why or why not?
3. Direct your students to the Internet and other resources to gather information about Franklin Delano Roosevelt. Share student information. Discuss the personal and political accomplishments of this U.S. president, and how they support his belief that, "Our handicaps exist only in the mind."

LINKS:

<http://www.fdrlibrary.marist.edu/>

<http://www.whitehouse.gov/WH/glimpse/presidents/html/fr32.html>

<http://www.usdreams.com/RooseveltF24.html>

Space is the Place: Lunar Eclipse

1. Describe how a lunar eclipse occurs. Is it dangerous to observe a lunar eclipse? What conditions make for the best viewing? When will the next total lunar eclipse take place?
2. The ancients believed that lunar and solar eclipses were ominous signs from the gods. Today, science offers logical explanations for eclipses and why they occur. Challenge groups of students to research the science behind eclipses. Have each group demonstrate its knowledge by offering a scientific explanation, including graphics, of either solar or lunar eclipses.

LINKS:

<http://www.astronomy.com/home.asp>

<http://www.skypub.com/sights/eclipses/eclipses.shtml>

<http://www.spirit.com.au/~minnah/2001/2001-1.html>

<http://lunar.arc.nasa.gov/science/eclipse/index.html>

EDITOR'S NOTE:

Franklin Delano Roosevelt

disability

lunar eclipse

atmospheric

paramount

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CNN NEWSROOM Guide

January 11, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 05:10...06:50

Rod Paige, education secretary nominee, faces questions from the Senate.

Turner Website Information ... 00:45...07:35

Information on the CNN NEWSROOM Daily Classroom Guide

DAILY DESK ... 00:35...08:10

Science Desk ... 01:40...09:50

There's new evidence that Mars may have once had water on its surface.

WORLDVIEW ... 00:30...10:20

World of Science: Inside a Mummy ... 03:00...13:20

Scientists use technology to "unwrap" Egyptian mummies.

Artistry in Action ... 06:30...19:50

Baltimore's Little Italy experiences a renaissance, thanks to outdoor movies.

NEWS CHRONICLE ... 00:30...20:20

New Army Slogan ... 02:00...22:20

The U.S. Army changes its world-famous slogan.

Look Ahead ... 00:35...22:55

January 17th: To Serve a Nation

Wild Kingdom ... 04:25...27:20

-Washington welcomes two newcomers from China.

-CNN's Bruce Morton ponders the place of pandas in political history.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

TODAY'S NEWS

Top Story: Bush Transition

1. For what cabinet position has Rod Paige been nominated? What was the overall tone of his confirmation hearing yesterday? What is meant by the term "bipartisan"? What evidence from the video supports the claim that Dr. Paige's support is "bipartisan"?
2. On what hot button issue was Rod Paige questioned by Senator Kennedy? How did he respond to this question? How does Senator Kennedy feel about school vouchers? To what extent are school vouchers important to the Bush administration? In spite of their disagreement on this issue, why do you think that both liberals and conservatives are supporting Dr. Paige's nomination?
3. What general philosophy on public education do George W. Bush and Rod Paige share? What school district does Dr. Paige currently head? What changes has he made that have improved education there? How have critics responded to some of his methods? Have Dr. Paige and President-elect Bush always agreed with each other on educational issues? Explain.
4. One of Rod Paige's priorities is a massive federal investment in school facilities. As a class, discuss whether this should be a national priority. Then, divide the class into groups and have each group brainstorm a list of priorities for the new secretary of education. Have each group present its list. Discuss how differing political ideologies in Congress, as well as the influence of pressure groups, might impact the new education secretary's agenda.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/10/paige.hearing/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/09/bush.paige.ap/index.html>

<http://www.ed.gov/>

EDITOR'S NOTE:

immigrant
confirmation
Rod Paige
bipartisan
ideology
mandated
exemptions
objectives

DAILY DESK

Science Desk: Mars Lakes

1. What evidence photographed by the Mars Global Surveyor suggests that Mars could have once been a "land of lakes"? Why is this find significant to scientists looking for evidence of life on Mars? In what way might the sedimentary rock layers tell the story of years past?
2. To what geographic feature are the sedimentary rock layers discovered on Mars compared? What is the history of that feature? What kind of evidence do you think scientists would need to unequivocally prove some kind of life has ever existed on Mars? Do you think scientists will ever find that kind of evidence? Explain. What difficult issues would be raised if scientists ever found such evidence?
3. Although the gravity on Mars is different than the gravity on Earth, stream deposition, the process

by which rock strata are created, is much the same. Help your students investigate stream deposition by doing the following demonstration:

- Prepare three tennis balls for the experiment by screwing an eyescrew into each one.
- Onto each eyescrew, tie a fishing line from a fishing rod and reel combination.
- Take your students to a stream where there are several points at which it meanders (winds or turns.)
- At the stream, have three students simultaneously cast each of the three balls into the stream, such that one is on the near side, one is in the middle, and one is on the far side. This may take several attempts.
- Have the three students let the balls drift down the stream for about fifty yards, and have each student observe and write down what he/she sees.
- After about fifty yards, have the three students reel in the tennis balls.
- Repeat the experiment two more times with other students holding the fishing rods.

The tennis balls should drift down the stream at differing rates, with the one in the middle moving the fastest. This is because the water is slightly deeper there, leaving less friction for the water as it moves over the stream bed. Discuss the experiment with your students and relate it back to the possible origins of the strata found on Mars.

LINKS:

http://www.msos.com/mars/global_surveyor/mgs.html

<http://mars.jpl.nasa.gov/mep/waterlife/index.html>

http://www.kaibab.org/geology/gc_geol.htm

<http://www.srh.noaa.gov/wgrfc/glossary/d.html>

EDITOR'S NOTE:

sedimentary rock

evolution of terrestrial life

Mars Global Surveyor

WORLDVIEW**World of Science: Inside a Mummy**

1. What is a mummy? What modern technological advances are scientists at Emory University using to study ancient Egyptian mummies? What have the scientists learned about some of the mummies? How might DNA testing add to this knowledge?
2. Why did the ancient Egyptians mummify their dead? Have students work in groups to investigate the cultural and religious significance of this practice to the ancient Egyptians, and share their findings. Discuss the Egyptians' view of life after death and the role this belief played in mummification.
3. Invite a radiologist or other medical professional to explain how some of the technology seen in the video works. For what medical purposes are CT scans and DNA testing used? Next, have groups of students search the Internet and other sources to find evidence of the use of modern medical technology for other purposes in fields such as law enforcement, archaeology, and history. Share group information and discuss possible future applications for this technology.

LINKS:

<http://www.ncsa.uiuc.edu/Cyberia/VideoTestbed/Projects/Mummy/mummyhome.html>

<http://www.polsci.wvu.edu/facdis/class/class2/cgoheen/8.htm>

<http://www.si.edu/resource/faq/nmnh/pyramid.htm>

http://www-oi.uchicago.edu/OI/IS/WENTE/NN_Win95/NN_Win95.html

<http://www.si.umich.edu/CHICO/mummy/demo.html>
<http://www.si.umich.edu/CHICO/mummy/dateline.html>

Artistry in Action: Cinema Al Fresco

1. Where is the city of Baltimore located? What kind of outdoor activity has helped to revive its Little Italy neighborhood? What was happening to the neighborhood before the al fresco film presentations? How is the film festival impacting the lives of the residents of Little Italy? Why do you think the film festival is bringing people back to Little Italy?
2. In the video we hear the comment, "What's missing from American lives is that people do not socialize with other people anymore." Do you agree or disagree with this statement? Explain. Are there community or neighborhood activities like this open air film festival in your area? If so, do you ever participate in them? If not, do you think such an activity might be well received where you live? Why or why not?
3. Ask students to consult local resources to determine what social opportunities exist in their community. Direct each student to get specific information on a cultural festival, art exhibition, public concert, film festival, neighborhood clean-up effort, or any other free public gathering, and share that information with the class. Initiate a weekly "What's Happening Around Town" bulletin board, where students can share this information on a regular basis.

LINKS:

<http://www.markpoint.com/balmer.htm>
<http://www.onlinedining.com/DiningOut/restrlitaly.html>
<http://www.123baltimore.com/little-italy.htm>

EDITOR'S NOTE:

mummy
radiologists
CT scan
DNA tests
relics
Cinema Al Fresco
Baltimore
Little Italy

NEWS CHRONICLE

New Army Slogan

1. What U.S. Army slogan was ranked the second-best of the century? When was the slogan created? Why is the Army changing it? What new slogan will replace it? What do you think of the new slogan?
2. What is the target audience for the Army's advertising campaign? Where are Army officials hoping this audience will go for more information? Why won't there be an Army commercial during this year's Super Bowl? What does the advertising executive interviewed in the video think of the new ad campaign?
3. In the video we hear that the Army's "Be all that you can be" slogan was ranked the second-best slogan of the century by Advertising Age magazine. Ask students to guess what the number one slogan was. (Answer: The McDonald's "You deserve a break today" slogan.) Ask students to recall the audience the Army is trying to target by its ad campaign. Have students speculate as to the target market for the "You deserve a break today" slogan. Then have each student locate and present another successful ad campaign, and identify its target market. Ask: Why does this

campaign or slogan appeal to its target audience? Do your students think the new Army slogan will be successful in attracting the kind of soldier the service wants? Discuss.

LINKS:

<http://www.cnn.com/2001/US/01/10/rochelle.debrief/>

<http://www.cnn.com/2001/US/01/10/new.army/index.html>

<http://goarmy.com/>

Wild Kingdom: Washington Pandas

1. What are the names of the newest residents of the Washington National Zoo? What kind of animals are they? From where did these pandas come? What did they cost? What will China do with the money paid for the pandas? How much bamboo do the pandas eat each day? What does the zoo expect to gain from this panda exhibit?
2. When did the United States receive its first pair of pandas from China? Who was the U.S. president at the time? What did he do to improve U.S.-China relations? Why did Chinese leaders give the U.S. pandas? Has the U.S. relationship with the Chinese changed since 1972? Explain. What did the U.S. send to China in exchange for the first pair of pandas? What happened to the musk oxen?
3. Zoo officials call Mei Xiang and Tian Tian "ambassadors for a larger cause." What cause do students think that is? Have students work in groups to investigate "panda diplomacy" and "ping-pong diplomacy," and share their findings. What did China and the U.S. gain through these initiatives? Discuss how those things that happen outside the realm of conventional diplomacy often have the most profound diplomatic impact.

LINKS:

<http://www.cnn.com/2001/NATURE/01/10/davis.debrief/index.html>

<http://pandas.si.edu/>

<http://www.time.com/time/asia/magazine/99/1220/1999bw.environment.html>

EDITOR'S NOTE:

U.S. Army
slogan
recruiting goals
panda
Washington National Zoo
bamboo
Richard Nixon
Mao Zedong

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CNN NEWSROOM Guide

January 12, 2001

Special note: There will be no CNN NEWSROOM and Daily Guide on Monday, January 15, in observance of Martin Luther King Day in the U.S.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:00...01:45

Top Story ... 06:00...07:45

-Elaine Chao is President-elect Bush's pick for labor secretary.

-Environmental groups set up opposition to Gail Norton, nominee for interior secretary.

DAILY DESK ... 01:05...08:50

Editor's Desk ... 02:10...11:00

The new American Heritage Dictionary includes new words and definitions.

Turner Website Information ... 00:45...11:45

Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...12:10

Culture Watch ... 02:10...14:20

Pope John Paul II is the newest comic book hero.

Wild Kingdom ... 02:30...16:50

Teachers: This story contains subject matter that may be disturbing to some students. Please preview this segment. A new program attempts to stop the harvesting of bear bile in China.

Information Please ... 04:00...20:50

A Colombian hairdresser has an unusual treatment for hair loss.

NEWS CHRONICLE ... 00:35...21:25

Coretta Scott King Interview ... 03:00...24:25

CNN NEWSROOM's Joel Hochmuth talks with the widow of Dr. Martin Luther King, Jr.

Clinton Nostalgia ... 02:35...27:00

Outgoing President Clinton visits the state that made him "The Comeback Kid."

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN**TODAY'S NEWS****Top Story: Bush Transition**

1. Who is Elaine Chao? Why is she seen by GOP senators as a "safe bet" for labor secretary? Where was Ms. Chao born? What distinction will she hold if she is confirmed? What is her one professional drawback?
2. How do her supporters describe Ms. Chao's political ideology? From what unlikely source has she earned support? Would you expect the president of a labor union to support a nominee with "conservative credentials"? Why or why not?
3. For what cabinet post has Gail Norton been nominated? What "potentially explosive" material did some environmentalist groups find regarding Ms. Norton on the Internet? What did they do with this information? How did President-elect Bush react to it?
4. Who are environmental groups hoping will join them in their opposition to Ms. Norton? On whom is the NAACP's attention currently focused? Why? Do you think that Ms. Norton's comments should bar her from becoming secretary of the interior? State your rationale.
5. Over the past few weeks, we have heard a great deal about President-elect Bush's nominees for cabinet posts. How much do your students know about the president's cabinet? Are cabinet offices constitutionally-mandated? What executive branch departments are included in the cabinet? Divide your class into small groups. Have each group consult the last website below for a list of departments in the president's cabinet. Direct each group to choose one department and research its history and function in the government. Have each group make a formal presentation of its findings to the class.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/11/bush.wrap/index.html>

<http://www.dol.gov/>

<http://www.doi.gov/indexj.html>

http://www.whitehouse.gov/WH/Cabinet/html/cabinet_links.html

EDITOR'S NOTE:

nostalgic
Elaine Chao
credentials
conservative
Gail Norton
distortions
coalition
Civil War

DAILY DESK**Editor's Desk: American Heritage Dictionary**

1. What do dictionaries reveal about society? What is a lexicographer? What modern words are being included in the new American Heritage Dictionary? Why do you think "a dictionary of a living language can never be complete"?
2. If possible, secure a copy of a dictionary used by students at least 30 years ago. Make the dictionary available to students, and have them examine its contents, looking up random words that are part of

modern life today. Are these words included in the older dictionary? Challenge students to come up with their own lists of contemporary words and definitions they would like to see included in the newest edition of the American Heritage Dictionary. Have each student list words and terms that are products of life in 2001, such as "website" and "talking head," and established words that might have new meanings, such as "surf" (as in "surf the Net"). Have students create their own definitions for each word by explaining its meaning in their own words. Share students' lists and definitions. How has the English language changed, even over the past three decades? What previously unheard words are now part of our daily lives?

3. **Attention, teachers!** If you're looking for additional information related to this story, check out the CNNfyi.com lesson plan at: <http://www.cnn.com/2000/fyi/lesson.plans/10/16/dictionary/>.

LINKS:

<http://www.ohiolink.edu/db/ahd.html>
<http://www.ugeek.com/techupdate/jun99/msdiction.htm>
<http://www.worldenglishdictionary.com/>
<http://www3.oup.co.uk/jnls/list/lexico/>

EDITOR'S NOTE:

dictionary
lexicographer

WORLDVIEW**Culture Watch: Vatican Comic Book**

1. Who is Karol Wojtyla? Why is a religious publisher in Italy serializing his life in comic books? What is the subject of the first issue? How has the comic been received by the public?
2. For how long has John Paul II been the head of the Catholic Church? What is a cultural icon? Why is Pope John Paul II so recognizable around the world? In what ways has he spread his message? Why do young people seem to be especially drawn to him? Do you think the comic book will help to promote the pope's image in a positive way? Why or why not?
3. Can you name other spiritual leaders besides Pope John Paul II? Explain. How does each of these leaders make his/her message known to the public? Do you think it is appropriate for them to use modern technology to promote their messages? Why or why not?

LINKS:

<http://www.vatican.net/>
<http://www.bena.com/lucidcafe/library/96may/johnpaul.html>
<http://www.cin.org/liter/kwxmaspoem.html>
<http://www.zpub.com/un/pope/>

Wild Kingdom: China Bears

1. Why are Chinese black bears kept on farms? Why is bear bile a commodity? How does bile harvesting affect the bears? How many bears are being held on Chinese farms? What are the Chinese government and the Animals Asia Foundation doing to help these endangered black bears and to stop the harvesting of bear bile?
2. Point out to students that the Animals Asia Foundation needs to raise approximately three million

U.S. dollars to purchase land and to care for the bears. Have groups of students conduct research to learn more about the black bear and its habitat, bear bile harvesting, the plight of these bears, and the new bear sanctuary. Then, as a class, instruct students to draw upon their research to make a video public service announcement to help the Animals Asia Foundation raise its funds. After students complete their video, ask: What, if anything, do you think governments should do to help save these bears, and to stop the black market trade of bear bile?

LINKS:

<http://www.animalsasia.org/>

<http://www.animalsasia.org/beInformed/cbRescue/cbp001.html>

Information Please: Colombia Baldness Cure

1. Describe the treatment used by hairdresser Ancizar Duque to treat baldness. With what animals did he experiment to arrive at this treatment? What does he charge for his treatments?
2. According to Duque, what is the cause of male baldness? Do students think his reasoning is sound? Have students work in groups to research the causes of hair loss, and share their findings. Based on their research, would students say that baldness is more a result of "nature" or "nurture" (genetics or environment)? Explain. Based on their findings, do they think Mr. Duque's treatment is effective? Why or why not?

LINKS:

<http://www.phudson.com/HAIR/BASIC/cause.html>

<http://www.regrowinghair.com/causes.html>

EDITOR'S NOTE:

Pope John Paul II
cultural icon
pontificate
catheter
bile
capillary
bovine

NEWS CHRONICLE**Coretta Scott King Interview**

1. Who was Martin Luther King, Jr.? How old would he have been this Monday? By what title is his most famous speech known? What hope did he express in that speech? What cause did he champion?
2. Why does Dr. King's widow, Coretta Scott King, like to say that her husband was a human rights leader? What did the Kings believe was the key to overcoming oppression? Did Ms. King know she would be a part of a civil rights movement?
3. What does Coretta Scott King see as the biggest barrier to full equality for African Americans? In her view, how should school curriculum be changed so that students can learn about each other? In the interview, Ms. King says, "Young people will respect each other no matter what their color, if they get to know each other and have a chance to be with each other and grow together." Do you agree or disagree with her statement? Explain.
4. What was Dr. King's mission? How did his speeches reflect that message? Challenge each student to select one of Dr. King's speeches, and read it. Then have each student compose an essay that analyzes Dr. King's words, and explain how he turned those words into action. -OR-

You may want to have your students complete the Highwired.com project on Martin Luther King, Jr.'s "I Have a Dream" speech. For details, go to: <http://www.highwired.com/Classroom/Project/0,2069,23713-68154,00.html>.

5. Direct your students to conduct research to learn more about the roles of Martin Luther King, Jr. and Coretta Scott King in the American Civil Rights Movement. What did Dr. Martin Luther King, Jr. do to promote civil and human rights? What has Coretta Scott King done since her husband's death to carry on his work? Discuss the personal sacrifices the King family made to pursue the dream of racial equality for all.

LINKS:

<http://www.triadtnt.net/~rdavis/mlkwife.htm>
<http://www.ala.org/srrt/csking/>
<http://www.bemorecreative.com/one/1973.htm>
<http://www.nps.gov/malu/>
<http://mlk.cafeprogressive.com/enter.html>

Clinton Nostalgia

1. What nickname illustrates President Clinton's legendary political survival skills? In what state did he earn this nickname? Describe President Clinton's political prognosis eight years ago. What office did he hold then? What office was he seeking? What did he do to resurrect his campaign in New Hampshire in 1992?
2. Describe the economic state of New Hampshire eight years ago. Economically speaking, how would you describe New Hampshire today? In his speech in New Hampshire, Mr. Clinton stated, "...America is at the top of its game, and I just hope that we will continue the prosperity and progress of the last eight years." Would you agree or disagree with the president's assertion that, economically, the U.S. is "at the top of its game" now? State your rationale.
3. In a recent CNN/USA Today/Gallup Poll, two-thirds of those polled said they believe Bill Clinton will be remembered for his involvement in personal scandal rather than his accomplishments. Ask your students what they will remember most about the Clinton years. Have each student write a letter to his/her great-grandchildren, explaining what it was like to live in the U.S. when Bill Clinton was president. Have students share their letters. How do students think history will portray the Clinton presidency? Discuss.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/11/clinton.nh/index.html>
<http://www.cnn.com/2001/ALLPOLITICS/stories/01/10/cnn.poll.clinton/index.html>

EDITOR'S NOTE:

Martin Luther King, Jr.
Coretta Scott King
civil rights
human rights
Bill Clinton
New Hampshire
"The Comeback Kid"

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CNN NEWSROOM Guide

January 16, 2001

Don't forget: The CNN NEWSROOM Special "To Serve A Nation" airs tomorrow, at 4:30 am ET on CNN.

Due to technical problems, there are no key terms in today's CNN NEWSROOM show. We apologize for any inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:30...01:30

Top Story ... 04:00...05:30

-Americans celebrate the life of Martin Luther King, Jr.
-Race continues to influence American politics.

DAILY DESK ... 00:30...06:00

Health Desk ... 03:00...09:00

A new diet program uses talking and group support to help people lose weight.

Health Desk Extra: Fast Food Nation ... 02:35...11:35

A new book criticizes the U.S. fast food industry.

WORLDVIEW ... 00:20...11:55

Inside North America ... 08:30...20:25

CNN correspondent Jan Smith profiles General Colin Powell.

Turner Website Information ... 00:45...21:10

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...21:30

Democracy in America ... 06:00...27:30

Overall, Americans have a positive view of President Clinton.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: The King Legacy

1. Who was Martin Luther King, Jr.? What cause did he champion? What birthday would Dr. King have celebrated yesterday? Why do you think the U.S. recognizes Dr. King's birthday as a national holiday?
2. What message did Dr. King's widow, Coretta Scott King, deliver in Atlanta, Georgia? What is the status of Dr. King's mission? Challenge students to cite examples of how people are continuing Dr. King's work. Who are the current civil rights leaders in the U.S.? Instruct students to research the achievements of these individuals in the area of civil rights, and compare their methods and accomplishments to the methods and accomplishments of Dr. King.
3. What is racism? Why does it exist? How have issues of race and equality influenced American politicians and their campaigns since the 1948 Democratic Convention? How and why have civil rights issues affected the Democratic Party? Why do the majority of African Americans vote for democratic candidates? What evidence suggests that race was a factor in the 2000 U.S. presidential campaign? How would you describe President Clinton's stance on civil rights? Do you think President-elect Bush's position on civil rights will differ from President Clinton's position? Explain.
4. Direct students to library and multimedia resources to learn about the American Civil Rights Movement, and how Dr. King's actions have led to legislative changes in the field of civil rights in the U.S. Have students examine the impact of the Civil Rights Act of 1964. After students share their findings, ask: What civil rights issues exist for young people today? Do these issues differ from the civil rights issues addressed by Dr. King? Explain. What are politicians and U.S. citizens doing to address these issues?
5. Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from your community? After discussing these questions, challenge students to interview older family members to learn their perspective on racism. Direct students to ask the following questions:
 - Have relations between races improved or deteriorated in your lifetime?
 - What do you think is responsible for this trend?After students share their findings, challenge them to predict the future of race relations in the U.S.

LINKS:

<http://www.cnn.com/2001/US/01/15/mlk.day.01/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/15/clinton.mlk/index.html>

<http://www.thekingcenter.com/>

<http://www.nps.gov/malu/>

<http://mlk.cafeprogressive.com/enter.html>

EDITOR'S NOTE:

Martin Luther King, Jr.
racism
civil rights
legislation
African Americans
politics

DAILY DESK

Health Desk: Talk Diet

1. Who is Laurel Mellin? How does "The Solution" diet work? How does this diet differ from other diets? In what way is this diet breaking new ground? How many groups throughout the U.S. are

using this diet? Do you think "The Solution" diet program is reasonably priced? Why or why not?

2. What are the physical and psychological consequences of obesity? Why do you think feelings can trigger poor eating habits? Can you think of ways that group support can be used to modify other negative behavior? Explain.
3. Challenge students to list as many diet programs as they can on the board. Then, group students and have each group use online resources to research one of the plans. Instruct students to identify the extent to which these plans incorporate emotional, educational, behavioral, and environmental strategies to control weight gain, and the pros and cons of these plans. Have students compare and contrast their findings. Why do you think some diets are more successful than others? Do you think emotional support is the key to diet success? Why or why not?
4. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food he/she eats and his/her mood prior to eating. Working in groups, have students analyze the nutritional content of their food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if there is a correlation between their emotional states and the quality of their diet.

LINKS:

<http://www.weightsolution.com/>

<http://www.cnn.com/2000/HEALTH/mayo/10/05/obesity.america/index.html>

<http://thriveonline.oxygen.com/weight/obesity/risks.html>

<http://www.eatright.org/>

Health Desk Extra: Fast Food Nation

1. Who wrote the book "Fast Food Nation"? What assertions does the book's author make about the fast food industry and its impact on American society? What are some examples of highly processed foods? What health problems are associated with eating processed foods? How and why are fast food restaurants "changing with the times"?
2. Do you eat fast food? Why or why not? If so, which fast foods do you like the most? Remind students that fast food, a main staple for many teenagers, has been linked to obesity and heart disease. As a class, generate a list of the fast food restaurants in your area. Group students and have each group select a restaurant from the list. Challenge each group to analyze the nutritional content, including the fat and caloric content, of a cross section of the restaurant's menu. Point out that many fast food chains post this information, and that the first website below provides nutritional facts about popular fast foods. Have each group determine which of these fast foods are better for your health, and if these foods fit in with a balanced diet. Discuss.

LINKS:

<http://www.kenkuhl.com/fastfood/fastfacts.shtml>

<http://www.cnn.com/2000/HEALTH/03/14/teen.arteries/index.html>

<http://www.americanheart.org/>

http://kidshealth.org/parent/nutrition_fit/nutrition/pyramid.html

EDITOR'S NOTE:

diet

obesity

emotions

fast food

processed food

standardization

WORLDVIEW

Inside North America: Colin Powell

1. Who is Colin Powell? What are some of his significant professional and personal accomplishments? How have his background and personal experiences shaped his values and political ideology? Do you identify with any aspect of Gen. Powell's background? Explain. Why do you think that Gen. Powell appeals to many voters? Discuss. Do you think Gen. Powell should have run for president? Why or why not?
2. For what position has President-elect George W. Bush nominated Gen. Powell? What responsibilities are associated with the position of secretary of state? Why do you think Mr. Bush nominated Gen. Powell? What aspects of his leadership and character defy ethnic and racial barriers? Do you think Gen. Powell is well suited for the role of secretary of state? Why or why not? Do you think his nomination will be challenged by members of the U.S. Senate? Discuss.
3. What is Gen. Powell doing to enhance the lives of children? Why has he taken on this cause? Why do you think these problems exist? What is America's Promise? What questions and concerns have been raised about the organization? Why is the success of America's Promise difficult to measure? How has Gen. Powell responded to these issues?
4. What is volunteerism? Why is volunteerism important? What organizations and programs that help children exist in your community? In the spirit of Colin Powell, challenge your class to sponsor a day or week of volunteerism to help children. Have students brainstorm a list of volunteer activities that they can do to enhance the lives of kids in their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing their activity during the period of volunteerism.
5. Remind students that, in the video, Gen. Powell uses the analogy of writing a book to emphasize that all kids are responsible for making choices that determine the course of their lives. He states, "All of you are writing a book, the question is, what kind of book are you writing?" Pose this question to your students. Then have them write essays that describe their personal goals, the paths they must take to achieve these goals, obstacles they might encounter along the way, and how they might overcome these obstacles. Have students share their essays and discuss.

LINKS:

<http://navigation.realnames.com/resolver.dll?action=redirection&uid=393474:0&realname=Colin+Powel>

<http://cnn.com/2000/ALLPOLITICS/stories/12/16/bush.powell/index.html>

<http://cnn.com/2000/WORLD/americas/12/26/carib.powell.ap/index.html>

<http://www.cnn.com/ALLPOLITICS/1997/gen/events/volunteerism/webwatch/>

EDITOR'S NOTE:

General Colin Powell

volunteerism

America's Promise

NEWS CHRONICLE

Democracy in America: Clinton and People

1. Why is it important for a U.S. president to have the American people's support? How do Americans view President Clinton? How and why might historians view Mr. Clinton differently? How has Mr. Clinton been compared to President John F. Kennedy? Do you think these comparisons are

accurate? Why or why not?

2. What events helped shape Mr. Clinton's presidency? Share the following quote with your class:
"Most of all, Mr. Clinton wants to be remembered as the president who fought for the people."
Have students examine President Clinton's legislative record and write opinion papers about whether Mr. Clinton succeeded in achieving this goal. After students share their papers, ask: What is your opinion of Mr. Clinton? What will you remember most about his presidency?

EXTENSION: Remind students that, according to the video, "One Clinton legacy is a fierce debate over whether he led public opinion or shamelessly followed it." Have students discuss the meaning of this statement. Then, divide your class into two groups to debate this issue. Instruct each group to substantiate its position with fact.

LINKS:

<http://www.cnn.com/SPECIALS/2001/clinton>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/11/clinton.nh/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/11/clinton.nh/index.html>

EDITOR'S NOTE:

Bill Clinton

legacy

polarizing

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CNN NEWSROOM Guide

January 17, 2001

Welcome to "To Serve A Nation," a special series presented on today's CNN NEWSROOM.

Please note: Due to technical problems, today's program is not closed-captioned. We apologize for any inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

To Serve A Nation ... 28:00...28:00

Teachers: These questions and activities are intended to help your students explore the history, role, and career opportunities in the U.S. military.

Please prescreen the last segment of the program, "The Marines," as it contains content that may not be appropriate for all students.

CNN NEWSROOM CLOSE ... 00:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

To Serve A Nation

1. **Military History.** Have students review the history of the U.S. military. To what extent did Colonial militia and the "standing military" contribute to the formation of the United States? What are the branches of the U.S. military? How are they different? When was mandatory military service introduced in the U.S.? What is the GI Bill of Rights? When and why was it introduced?

What is racism? Why does it exist? To what extent have racial issues existed in the U.S. military? Point out to students that "on July 26, 1948, President Harry S. Truman signed Executive Order 9981 and set in motion the racial integration of America's armed forces." Then, divide your class into seven groups, and have each group prepare a presentation about one of the following wars in which the U.S. was involved: Revolutionary War, American Civil War, World War I, World War II, Vietnam War, Korean War, and the Gulf War. Direct students to consider the following questions to guide their research:

1. What was the racial composition of the U.S. and the status of racial integration in America during the time of the conflict?
2. Did non-white individuals serve in the military? Why or why not?
3. If non-white individuals did serve, what was their role? How might race have affected a

soldier's military experience? How might a soldier's race have affected others in his/her unit? Following the presentations, have students consider the impact and importance of President Truman's executive order, and whether racial attitudes have changed in the military since the Revolutionary War.

2. **Role of the Military.** What is the role of the military? How have the U.S. military's missions changed since the end of the Cold War? Instruct students to investigate the role of the U.S. military as peacekeepers in places such as Bosnia, Somalia and Kosovo. Ask: Why do you think the U.S. has participated, or participates, in these peacekeeping missions? Should the U.S. be involved in these conflicts? Why or why not? Is there a difference between a "police action" and "peacekeeping"? Explain. You might want to have students compare the role of the U.S. military in Korea and Vietnam to its role in peacekeeping missions.

How is the U.S. military different from, or similar to, other nations' armed forces? What is the relationship between a nation's military and its government? Point out to students that, in the United States, military personnel swear an oath to protect and defend the Constitution, whereas in some nations, the military imposes its will on the government, often elevating its candidate to executive office with or without popular consent. Divide your class into five groups. Have each group research the role of the armed forces in either Pakistan, Japan, Germany, Chile or Russia. Groups will want to find out who controls the military, what role it plays in governing, if any, and whether its presence promotes or jeopardizes political stability and personal freedom. Have each group present its findings. As a class, compare each of the profiled nation's armed forces to the role of the U.S. armed forces. Discuss why students think the Founding Fathers specifically named the president the commander-in-chief of the armed forces in the Constitution.

3. **Modern Military.** Inform students that, "It was 10 years ago yesterday that the United States led a military coalition against Iraq, starting with an air campaign that changed the nature of modern warfare." Direct students to the links below to learn about the Gulf War and America's military tactics. Pose the following questions to guide students' research:
 - o What military tactics were used? Have students consider both air and ground campaigns, and the use of chemical weapons.
 - o What are "smart weapons," and how were they used?
 - o How did smart weapons change the face of war? Have students examine the use of smart weapons during the Gulf War and the Kosovo conflict.
 - o What are some of the human and environmental effects of modern warfare?
 - o What are the pros and cons of "remote control" warfare?

Have students share their findings and analyze the relationship between the conduct of war and technological innovation. Then ask students: How might warfare change during the next 10 years?

What are satellites? To what extent is the Air Force involved in satellite operations? What technologies and services do satellites provide? Have your students research different types of satellites and their impact on humanity. Divide your class into small groups. Have each group find an industry or service that uses satellite technology and answer the following questions:

1. What kind of service does the satellite provide?
2. How many users benefit from the satellite?
3. When was the satellite launched?
4. How is it powered?
5. Who sponsored its creation?
6. Who owns it?
7. How does it communicate with Earth?
8. Are there risks associated with this kind of technology?

After students share their information, ask: What technological advancements do you think will be made possible as a result of developing and deploying satellites?

4. **Career Opportunities.** What professional opportunities does the U.S. military offer young people? Do these opportunities exist in the private sector? Explain. Point out to students that the newest precision-guided bombs get their positions from Global Positioning System satellites, which are operated by Air Force personnel, some of whom are between 18 and 20 years of age. Do you think it is appropriate for 18-20 year olds to operate satellites? Why or why not?

How have military jobs and career opportunities changed over time? Refer students to the links below to learn more about the job specializations and career opportunities available in different branches of the military. Then, as a class, discuss the following questions: Why do you think military jobs have become so specialized? What are the pros and cons of being specialized, in terms of career advancement? What are the benefits and drawbacks of having a military career versus a civilian career? Based on Tom's experience, what do you think are the most exciting and mundane jobs in the military? Would you consider joining the military after high school? Why or why not?

5. **Military Training.** What is the purpose of basic training? Why might basic training make a person think twice about staying in the military? What is the Crucible? What skills and attributes do you think enable U.S. Marines to endure the rigors of basic training?

What is West Point? Who are some of West Point's famous alumni? Point out to students that most branches of the U.S. military have a post-secondary academy. Divide your class into small groups. Have each group prepare a presentation about a military academy. Direct students to identify the school's history, admission requirements, curriculum, military training, and lifestyle. After the presentations, have students compare and contrast these military academies to other post-secondary institutions. What are the pros and cons of each? Would you want to attend a military academy after high school? Why or why not? If so, which one? Why?

6. **Military vs. Civilian Life.** How is military life different from civilian life? What sacrifices and adjustments must American military personnel make to serve their nation? How are military families different from civilian families? What are the pros and cons of growing up in a military family?

Direct students to multimedia resources, including the last website below, to investigate how military and civilian laws differ. You may want students to consider issues such as larceny, infidelity, being late for work, drug use, and lying. Why does the military have stricter laws? What types of behavior are military laws supposed to engender?

7. **The "Reel Military."** Facilitate a class discussion about the ways that war is depicted in movies and TV. Ask: Do you think that the depiction of war in these mediums is accurate? Next, invite veterans to your class to talk about their war experiences. Then, have each student write a reflection paper that compares the veterans' accounts of combat to the depiction of war in movies and TV. Have students share their papers and talk about why the depiction of war in movies and TV is often different from reality.
8. **Recruiting.** Divide your class into four groups. Refer each group to multimedia and archival materials, including newspapers, magazines and posters, to research the military's recruitment campaigns for WWI, WWII, the Korean War and the Vietnam War. Compare and contrast the different campaigns. What do these campaigns reveal about the culture of the era? Do you think the sense of patriotism in America has changed over the years? Explain. Would you be willing to die

for your country? Discuss.

EXTENSION: Ask: Do you think the military's current recruitment campaigns for young people are effective? Explain. Should attracting young people to military careers be a priority for the armed forces? Why or why not? Is it a good taxpayer investment? Discuss. Challenge groups of students to draw upon their research to produce short recruitment videos for the different military branches that would appeal to high school seniors.

LINKS:

<http://www.army.mil/>

<http://www.af.mil/>

<http://www.navy.mil/>

<http://www.usmc.mil/>

<http://www.cnn.com/SPECIALS/2000/kosovo/>

<http://www.cfsc.dnd.ca/links/milhist/>

<http://www.cnn.com/SPECIALS/2001/gulf.war/>

<http://www.freedvice.com/law/6102us.htm>

EDITOR'S NOTE:

armed services

integration

militia

conscription

West Point

military academy

basic training

aircraft carrier

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CNN NEWSROOM Guide

January 18, 2001

For an in-depth look at the U.S. Presidency and teacher materials log on to CNNfyi.com today from 12:30-4:15 EST to join an interactive Webcast.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:40...01:55

Top Story ... 03:15...05:10

Five Cabinet nominees face questions from the Senate.

In the Headlines ... 02:30...07:40

California calls for rolling blackouts.

DAILY DESK ... 00:35...08:15

Science Desk ... 02:25...10:40

A high-tech home helps disabled residents achieve greater independence.

WORLDVIEW ... 00:35...11:15

Sports Page: Russian Putin Judo ... 02:55...14:10

Thanks to President Putin, judo is catching on in Russia.

Artistry in Action ... 03:10...17:20

President Putin restores Russia's Soviet-era national anthem.

Philippine Karaoke ... 03:35...20:55

Two Filipino entrepreneurs establish a successful karaoke business.

Turner Website Information ... 00:45...21:40

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...22:10

Clinton Legacy: By The Numbers ... 04:15...26:25

Statistics show that President Clinton has an impressive record.

Inauguration Moments ... 00:55...27:20

In an Inaugural address, President Lincoln spoke of "just and lasting peace," a phrase that has become a Middle East mantra.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Presidential Transition

1. For what Cabinet positions have John Ashcroft, retired Gen. Colin Powell, Gov. Christie Whitman, Mel Martinez, and Paul O'Neil been nominated? What was the overall tone of their confirmation hearings? Why is Mr. Ashcroft's nomination being challenged? Why do you think the market rallied when Paul O'Neil announced his support for a strong U.S. dollar?
2. Direct your students to the last two links below to learn more about the presidential appointment process. After they review the information, ask them why they think this process is so involved, and why these steps are necessary. When is Inauguration Day? How might the transition of presidential power impact the presidential appointment process?
3. Group students and assign each group one of the five Cabinet nominees mentioned in the video. Direct groups to research the responsibilities of the Cabinet posts, the nominees' backgrounds, their positions on key national issues related to their posts, and how their views compare to those of President-elect Bush. After each group presents its information, ask: What should be the nominee's priorities if he/she is confirmed? What political factors might influence his/her agenda? Do you think the nominee should be confirmed? Why or why not?

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/17/confirmation.hearings/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/17/ashcroft.hearing/index.html>

<http://www.senate.gov/>

<http://www.appointee.brookings.org/resourcecenter/resourcecenter.htm>

http://www.appointee.brookings.org/resourcecenter/overview_appointments_process.htm

In the Headlines: California Power Crisis

1. Why is California experiencing an energy crisis? What are rolling blackouts? Why are parts of California being hit by rolling blackouts? How are these blackouts affecting local businesses and residents? What are Californians doing to conserve energy?
2. Why are utility companies in California experiencing credit problems? Why are power producers refusing to sell to California utility companies? To what extent are power outages threatening the health of California's economy? Explain. What are Governor Gray Davis and U.S. Energy Secretary Bill Richardson doing to address this problem?
3. What is bankruptcy? Refer students to library resources and the last two websites below to investigate what it means to be bankrupt. Have students identify:
 1. The differences between Chapter 7 (liquidation) and Chapter 11 (reorganization) bankruptcy
 2. The differences between stocks and bonds. In general, which of the two offers the greatest reward? Which one poses the greatest risk?
 3. How companies distribute their assets
 4. The impact of bankruptcy on customers, stock holders, bond holders and tax payers.After students present their information, ask: What do you think would happen if California's utility companies went bankrupt? Do you think Gov. Davis' plan will allow the utility companies to continue their operations? Why or why not? How do you think the U.S. should deal with California's power crisis?

LINKS:

<http://www.cnn.com/2001/US/01/16/power.woes.04/>

<http://www.cnn.com/SPECIALS/2001/power.crisis/>

<http://www.energy.ca.gov/>

<http://www.agin.com/bkfaq/>

http://dir.yahoo.com/Government/Law/Business/Commercial_Law/Bankruptcy/

EDITOR'S NOTE:

ideological

Cabinet

confirmation hearings

nominee

DAILY DESK**Science Desk: Gizmo House**

1. What is Gizmo House? Where is it located? Who built it? What adaptations does Gizmo House offer its residents? Why are these necessary? What other adaptive technologies are mentioned in the story that help individual residents become more self-reliant? What are the social and emotional benefits to the residents that result from having the use of these technologies?
2. To what extent do you think science and technology should be responsible for improving the overall quality of human life? In what ways does the Gizmo House evidence some of these responsibilities? With the advent of solar and fuel cell energy devices, what other adaptive devices do you think could be created to help Gizmo House residents? Describe and explain.
3. Equal treatment for individuals with disabilities was classified under civil rights protection with the passage of the Americans with Disabilities Act in 1990. Since then, many new products have been invented to help provide equal access to buildings and to help physically-challenged individuals to be more competitive in the workplace. Working in small groups, have your students investigate the Americans with Disabilities Act. Have each group summarize the provisions of the ADA in its most present form, and research at least two inventions created to assist compliance with the ADA. Have all groups present and describe their inventions. Discuss how technology could make your classroom more accessible to students with physical, visual, or auditory disabilities.

LINKS:

<http://www.adata.org/text-whatsada-history.html>

<http://www.usdoj.gov/crt/ada/adahom1.htm>

http://www.access-by-design.com/graphics_index.htm

<http://www.inform.umd.edu/EdRes/Topic/US+W/US/Agencies/Exec/ADA/ADA-Act/>

EDITOR'S NOTE:

architecture

Medicaid

WORLDVIEW**Sports Page: Russian Putin Judo**

1. Who is Vladimir Putin? Of what sport is he a master? Why do many Russian kids admire Mr. Putin? How can the skills and philosophy of judo be applied to different areas of life? What is Mr. Putin doing to promote the sport of judo in Russia?

2. Many cultures practice sports that, like judo, are derived from combat. Divide the class into groups. Have each group choose one "combat" sport (e.g., boxing, sumo wrestling, fencing), and research its origins and development from combat to athletic competition. Groups should also consider the traditions, rules and skills associated with each sport. Where is the sport practiced today, and who are some of its champions? How has it evolved from its "fighting" origins? Have groups create multimedia presentations on their chosen sports.

LINKS:

<http://cnn.com/SPECIALS/views/y/2000/01/dougherty.putin.jan13/index.html>

<http://cnn.com/SPECIALS/2000/russia/>

<http://click.hotbot.com/director.asp?id=1&target=http://kids.infoplease.lycos.com/cc6/sports/A0826717.h>

Artistry in Action: Russian Anthem

1. What is the purpose of a national anthem? Why has Mr. Putin's reinstatement of the Soviet-era anthem caused alarm among Russian liberals and intellectuals? Do you agree with Mr. Putin's decision? Why or why not? What is the status of Russia's revised national anthem?
2. Have students share what they know about Russia's Soviet era. If necessary, direct students to their texts and multimedia resources to learn more about this period of history and its impact on the Russian people. When and why did the Soviet era end? Inform your class that Mr. Putin defended the restoration of Alexander Alexandrov's song, saying his choice of symbols was "meant to unite Russians by taking the best from their tumultuous history." Ask students: To what extent is there political and social fragmentation in Russia? Do you think the revised anthem will help unite Russia's citizens? Explain.
3. Refer students to the first website below to review the lyrics of the revised anthem, and to describe its sentiments. What is the history of Russia's newly restored national anthem? To what extent do the new lyrics reflect the changes in Russia since the end of the Cold War, and the feelings of Russians?
4. Point out to students that anthems and flags are powerful symbols of national and regional identity. Find out what students know about their national anthem and flag, and assist them in learning more. Next, generate a class discussion about how these symbols can generate controversy. Divide the class into groups. Challenge each group to find national or state symbols or anthem lyrics that group members feel are controversial. Have each group present both sides of the controversy surrounding its topic. Challenge each student to select one of the topics and write a position paper advocating changing or keeping that symbol.

EXTENSION: Challenge each student to draw upon his/her knowledge of Russian history and culture to create a symbol that he/she believes reflects Russia and its people. Have students share their work with the class.

LINKS:

<http://www.cnn.com/2000/WORLD/europe/12/30/russia.anthem/index.html>

http://russiatoday.com/support/ad_popup.php3

<http://www.cnn.com/SPECIALS/cold.war/>

Philippine Karaoke

1. Where are the Philippines located? Who are Cheese and Lex Ledesma? Why did they return to the Philippines? What type of business did they establish? What graduate school lessons has Ms. Ledesma applied to her business?
2. What types of businesses tend to fare better than others during times of economic instability? Refer students to the last two links below to learn more about the Filipino culture. Then ask: Why do you

think the Ledesmas' karaoke business is doing well, despite the country's economic problems? Do you think the Karaoke King concept would do well in your country? Why or why not?

3. What are the important social and political issues facing the Philippines? Direct students to the links below to learn about the corruption charges against Philippine President Joseph Estrada, and the economic and political impact of his impeachment trial. After students share their findings, challenge them to identify other examples of when political instability has led to economic instability. Why does this occur?

LINKS:

<http://cnn.com/2001/ASIANOW/southeast/01/08/philippines.estrada.ap/index.html>
<http://www.cnn.com/interactive/asianow/0011/estrada.timeline/frameset.exclude.html>
<http://www.cnn.com/ASIANOW/time/magazine/2000/0515/philippine.hostage.html>
<http://www.filipinoexpress.com/>
<http://www.dlsu.edu.ph/pinas/>
<http://www.esprint.com.ph/pointcebu/culture/karaoke.htm>

EDITOR'S NOTE:

Vladimir Putin
judo
Russia
Philippines
karaoke
economic instability

NEWS CHRONICLE**Clinton Legacy: By The Numbers**

1. When will President Clinton assume his role as a private citizen? What events helped shape Mr. Clinton's presidency? What do you think people will remember most about the Clinton years?
2. How has the state of the U.S. economy changed since Mr. Clinton assumed office? Give an example. How and why did Mr. Clinton's economic policies change after assuming office? Do you think Mr. Clinton deserves credit for America's economic recovery? Why or why not?
3. In the video, David Gergen asserts that "the 1990s will be remembered as one of the brightest decades of the century... and though President Clinton was but one of the architects, he was the principle architect." Have students discuss the meaning of this quote, and whether or not they agree with Mr. Gergen. Then, review the video with your students and write the list of Mr. Clinton's accomplishments on the board. Have pairs of students research Mr. Clinton's accomplishments. Instruct them to learn about the history of the issues, Mr. Clinton's role, the roles of others who contributed to the achievements, and obstacles that were overcome. Have students present their findings and ask: How might President-elect Bush benefit from these accomplishments? What issues still need to be addressed?

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/17/clinton.arkansas/index.html>
<http://www.cnn.com/SPECIALS/2001/clinton>

EDITOR'S NOTE:

economic recovery
Ross Perot
Alan Greenspan

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CNN NEWSROOM Guide

January 19, 2001

For an in-depth look at the U.S. presidential transition and the Inauguration check out CNNfyi.com.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:30...01:30

Top Story ... 05:30...07:00

-The Inaugural festivities officially begin.

-This year's Inauguration could be the most expensive ever.

Inaugural Moments ... 01:00...08:00

Over the years, the weather has played a big part in U.S. presidential Inaugurations.

DAILY DESK ... 00:20...08:20

Editor's Desk ... 02:30...10:50

IT-types put their job skills on film.

WORLDVIEW ... 00:30...11:20

Culture Watch ... 07:50...19:10

-The musical "Miss Saigon" opens in the Philippines.

-"Miss Saigon" is the most technically-complex show ever produced.

Inside Asia ... 04:00...23:10-

Still feeling the effects of war, Vietnam wavers between its old and new ways.

NEWS CHRONICLE ... 00:20...23:30

Bush Inauguration ... 03:50...27:20

The Inauguration signifies the transfer of administrative power and jobs.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Inauguration

1. What is the significance of Inauguration Day? How have Inaugurations changed since George Washington became president? What role has the weather played during Inaugurations? What types of security measures are in place for the 54th Inauguration? Why is this security needed?
2. How is President-elect Bush's Inauguration being celebrated? What is the purpose of these festivities? How much is this Inauguration expected to cost? Why is it so expensive? Who is paying for the Inauguration? How much money are taxpayers contributing? Do you support this use of tax dollars? Why or why not? Why do you think companies, individuals and interest groups contribute money for this event? Give an example.
3. What is your opinion of the 54th Inauguration? Do you prefer the contemporary gala Inaugurations or the simpler ones of earlier times? Have students write opinion papers about whether or not future presidential Inaugurations should be modified or remain the same. Have students share their papers and discuss.
4. Challenge groups of students to undertake an Inauguration scavenger hunt. Give groups ample time to research the answers to the following questions. The answers are in parentheses.
 1. Who was the first and only president to walk to and from his inaugural? (Thomas Jefferson)
 2. Who gave the shortest inaugural address? Who gave the longest? (George Washington-135 words, William Henry Harrison-10,000 words)
 3. Who was the first vice-president to assume the presidency due to the death of a president? (John Tyler)
 4. In whose inaugural parade did African-Americans participate for the first time? (Abraham Lincoln)
 5. Who was the first president who had his mother present at his inauguration? (James Garfield)
 6. Which president had the oath of office administered to him by his father? (Calvin Coolidge)
 7. Whose inauguration was the first to be televised? (Harry S. Truman)
 8. Who was the only president to take the oath of office aboard an airplane? (Lyndon B. Johnson)

Help students add more questions and answers to create an "Inauguration Trivia" game and present it to your school's media center. After students check their answers, have them add their own questions and answers to the list and use them to create an "Inaugural Trivia" game for your school's media center.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/18/inaugural.wrap/index.html>

<http://www.cnn.com/2001/SHOWBIZ/TV/01/18/inauguration.entertainment/index.html>

<http://www.cnn.com/ALLPOLITICS/inauguration/2001/>

<http://www.inauguration-2001.org/index.htm>

EDITOR'S NOTE:

subsidiaries
logistics
steward
precedent
Inauguration

DAILY DESK**Editor's Desk: Video Resumes**

1. What is a resume? How is a video resume different from a conventional resume? Why is one high tech company encouraging technology workers to put their resumes on videotape?
2. What are some of the skills one can highlight in a video resume? Do you think this approach gives job seekers who use it an edge in the market? Why or why not? When might a video resume not be the best way to present one's skills? What legal issues are there to consider? Do you think this

approach is a "hard sell"? State your rationale.

3. Ask students to consider some famous people throughout history. How do their stories, as presented in writing in history texts and biographies, differ from what people might have thought of them had they seen them on videotape? Do students think the public would have received these individuals any differently had they appeared on videos? Why or why not? What does this tell us about the power of video as a medium?
4. Working in small groups, have students conduct research to learn more about resumes, including the various elements and formats, and share their findings. Then assist each student in creating a resume that highlights his/her education, work and/or extracurricular experiences, and interests. Have students self-edit their resumes and put them in attractive, one-page formats. Next, challenge each student to create a video resume that incorporates the same information in the written resume, but with a more "personal" touch. Videotape each student's brief presentation, allowing 1-2 minutes per student. Ask for volunteers to distribute copies of their written resumes, then play their videos for the class. Have the rest of the students assume the role of employers, and indicate whether they think the video resumes were preferable to the written ones they reviewed.

LINKS:

<http://it.careershop.com/>

<http://www.cnn.com/US/9712/25/high.school.resumes/>

http://salary.com/home/layoutscripts/sall_home.asp

EDITOR'S NOTE:

technology workers

video resumes

communication style

WORLDVIEW**Culture Watch: "Miss Saigon"**

1. What is the plot of "Miss Saigon"? How long did this show run on Broadway? Why does the Philippine production of "Miss Saigon" have historical and sentimental value for its producers, writers and audience? Why are some Filipinos critical of the show? Do you think these criticisms are warranted? Why or why not? Why do you think this show has been popular with audiences throughout the world?
2. Why has this show been called a "triumph of technology" and a "lesson of logistics"? What is a "modular system," and how is it used in "Miss Saigon"? Group students. Challenge groups to find and explain examples of simple, manufactured or natural, modular systems, such as car engines, geodesic dome structures, or computer components. Have students share and discuss their findings. Then ask them: How might you "modulize" your classroom so that it could be packed, transported and set up in a new location between class days? Challenge groups to plan a modular redesign of their classroom to maximize its portability and ease of setup without affecting its utility. Share and display plans and, where appropriate, incorporate elements from them into the classroom setup.
3. What special effects are used in "Miss Saigon"? Have students research the history of special effects and when they were first introduced to the theater. What types of productions lend themselves most to the use of special effects? Have groups of students research and devise a pictorial history of theater effects, from gas lighting to pyrotechnics. Groups may choose to display their designs as working models or illustrated diagrams. Have groups share their histories.

4. The touring production of "Miss Saigon" is made possible because of the work of structural engineers. What is structural engineering? How does it differ from other forms of engineering? Inform students that "engineering has been called the 'invisible profession' because most people have no clue what engineers do." Refer pairs of students to the last two websites below to prepare a presentation about a specific type of engineering. Students should focus on the origin, scope and future of the specific field. If possible, as part of the students' presentations, have them interview an engineer within the field to learn about the highlights of his/her career. After the presentations, have students identify the ways that engineering is linked to different facets of everyday life.
5. **Attention Teachers!** For questions and activities related to the Vietnam War, check out the November 11, 1999 CNN NEWSROOM Guide at:
<http://turnerlearning.com/newsroom/archive/1199/NR111199.html>

LINKS:

<http://www.miss-saigon.com/>
<http://www.cnn.com/2000/LOCAL/westcentral/07/12/ahd.miss.saiгон/index.html>
<http://www.pbs.org/wgbh/nova/specialfx/>
http://www.findarticles.com/m4025/2_25/62197042/p1/article.jhtml
<http://www.discoverengineering.org/eweek/main.htm>
<http://www.eweek.org/index.shtml>

Inside Asia: Vietnam Engine

1. Where is Vietnam located? When did the Vietnam War occur? How would you classify Vietnam's economic and political systems? In what ways is Vietnam embracing market-style reforms?
2. How are South Vietnamese army veterans faring in Communist Vietnam? What, if anything, do you think the Vietnamese government or the international community should do to help these individuals?
3. When did the Vietnamese Stock Exchange begin operating? Inform students that, according to John Shrimpton, director of the direct investment firm Dragon Capital, the Vietnam Stock Exchange "represents nothing short of a paradigm shift for the country and its financial system." Have students discuss the meaning of this statement. Do you think the Vietnam Stock Exchange will succeed? Why or why not?
4. Although some Vietnamese are pleased with what they see as an improving quality of life, the country still faces serious economic problems. Inform your students that Vietnam's per capita income was \$333/year in 1998, one of the lowest in the world. In rural areas, where the majority of Vietnamese live, fresh water and electricity are luxuries. What needs to happen in order for Vietnam to overcome these economic issues? Have students work in groups to learn more about Vietnam today and the political, social and economic concerns that shape the country and determine the quality of life for its citizens. Have groups share their findings. Discuss the political, social and economic conditions that need to be in place in order to encourage international investment and domestic prosperity.

LINKS:

<http://cnn.com/SPECIALS/2000/vietnam/>
<http://cnn.com/SPECIALS/2000/vietnam/story/vietnam.today/>
http://www.usvietnam.com/vietnam_stock_market_01.html
<http://www.cnn.com/2000/TECH/computing/08/07/vietnam.trades.idg/index.html>
<http://travel.lycos.com/Destinations/Asia/Vietnam/>
http://vnqdd.com/Human_rights_HP/hr_watchvn.htm
<http://www.sfgate.com/cgi-bin/article.cgi?file=/news/archive/2000/03/25/international1217EST0556.DTL>

EDITOR'S NOTE:

modular design
musicals
monsoon
Broadway
Philippines
Vietnam Stock Exchange
market-style reforms

NEWS CHRONICLE

Bush Inauguration

1. What changes will occur in the White House and in Washington, D.C. after President-elect Bush is sworn into office? How might these changes affect the culture of the White House and Washington, D.C.? What challenges and opportunities might lie ahead for those who are leaving their government posts? What opportunities will the new presidential administration offer young people?
2. What is a "civil servant"? Direct students to the links below to learn about the Cabinet and civil service job opportunities available in the White House. Challenge students to identify jobs that match their educational or professional interests. Instruct students to identify the application process and requirements for the different positions. Have students share their findings and discuss how working for the federal government might compare to working in the private sector. Would you want to work as a civil servant in Washington, D.C.? Why or why not?

EXTENSION: Inform students that the White House has an internship program for students who are 18 years or older. Direct students to the last three links below to learn about the internship program, the White House departments, and the application process. After students share their findings, ask: What are the benefits of being a White House intern? Would you be interested in participating in the White House Internship Program? Why or why not? If so, what type of work would you want to do? Why?

LINKS:

<http://fyi.cnn.com/fyi/interactive/specials/inauguration/stories/leading.transition.html>
<http://fyi.cnn.com/fyi/interactive/specials/inauguration/stories/transition.careers.html>
<http://www.bushcheneytransition.com/>
<http://www.whitehouse.gov/WH/pointers/html/employment.html>
<http://www.whitehouse.gov/WH/html/handbook.html>
<http://www.whitehouse.gov/internship/index.html>
<http://www.whitehouse.gov/internship/dept.html>

EDITOR'S NOTE:

civil servant
Washington, D.C.
press corps
transition of power

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CNN NEWSROOM Guide

January 22, 2001

Today's program is not closed-captioned. We apologize for any resulting inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 02:40...04:20

-George W. Bush is sworn in as the 43rd U.S. president.
-Pres. Bush gains support for his tax cut plan.

DAILY DESK ... 00:40...05:00

Environment Desk ... 01:40...06:40

Environmentally-friendly homes may reduce future energy demands.

WORLDVIEW ... 00:45...07:25

Top of the World ... 02:20...09:45

The name "Bush" is synonymous with "war" to Iraqis.

Culture Watch ... 04:35...14:20

Jamaica's lush landscape challenges the adventurous traveler.

Divine Guidance: Russia's Jewish Revival ... 02:25...16:45

Russian Jews return home, no longer threatened by religious persecution.

Wild Kingdom ... 03:50...20:35

Russia's policy of killing wolves has ecological consequences.

NEWS CHRONICLE ... 00:25...21:00

High Hopes ... 02:40...23:40

Young people look forward to the Bush presidency.

Strike up the Band ... 03:50...27:30

CNN NEWSROOM's Jason Bellini follows a high school band in the inaugural parade.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Inauguration

1. When was George W. Bush inaugurated? Who preceded him as U.S. president? What was the theme of President Bush's inaugural address? What kinds of events followed the inauguration ceremony?
2. How much of an overall tax cut is President Bush proposing? Which Democratic senator has agreed to co-sponsor this proposal? Which state does he represent? Who will be the tax cut's Republican co-sponsor?
3. Why is Senator Miller supporting President Bush's tax cut? How could this show of bipartisanship help the new president? Why are some Democrats still opposed to the tax cut?
4. Throughout the campaign, George W. Bush billed himself as "a uniter, not a divider." Ask students what this phrase means. Then, as a class, discuss the meaning of the term "bipartisanship." Divide the class into small groups. Tell members of each group to pretend they are senior advisers to the new president. What will they advise him to do to promote bipartisanship and demonstrate his ability as a "uniter"? Challenge each group to research some of the new president's legislative priorities, such as the tax cut and education reform. Then have each group use its information to create a persuasive essay designed to get more Democrats to support one of the Bush priorities.

EXTENSION: Are there any political "dangers" to bipartisanship? What compromises might have to be reached in order for the president to get his agenda accepted by opposition leaders? Politically speaking, what are the potential pitfalls to compromise? Discuss.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/21/inaugural.wrap/index.html>
<http://www.cnn.com/2001/ALLPOLITICS/stories/01/21/bush.sunday/index.html>
<http://www.cnn.com/2001/ALLPOLITICS/stories/01/21/tax.cut/index.html>
<http://www.time.com/time/nation/article/0,8599,96149,00.html>

EDITOR'S NOTE:

George W. Bush
inauguration
executive
civility
bipartisan
moderate

DAILY DESK

Environment Desk: High Performance Houses

1. Where are EarthCraft houses being built? Describe the energy-saving features included in these houses. Do you think living in one of these houses would significantly change the lifestyle of its inhabitants? Explain. Approximately how much money do EarthCraft homeowners save on energy costs per month? In addition to the cost savings, why do you think it's important to reduce home energy use?
2. From where does energy come? Help students make a list of energy production methods. Are these finite or renewable resources? Are there any methods on the list that are completely pollution free? Explain. When addressing this question, make sure your students consider space pollution (taking up landscape space), thermal (heat) pollution, and air and water pollution. Other than reducing their use of energy at home, how can people conserve energy? How do you think power production

methods and availability affect energy prices?

3. In the story, we learn that EarthCraft home owners save at least \$100 per month on energy costs. To find out what impact EarthCraft homes can have on overall energy use, have your students do this math-related investigation:
 1. Contact your local electricity company to find out how much electricity costs per kilowatt-hour.
 2. Divide 100 by that amount. This will give you your potential number of kilowatt-hour savings.
 3. Multiply this potential savings by the number of students in your class. This will give you the number of potential kilowatt-hours that each student could save.
 4. Multiply this figure by the cost per kilowatt-hour to translate the amount back into dollar savings. This will give you the amount of money your class might save if they lived in environmentally-friendly homes.

EXTENSION: How much money do you think would be saved if every student in your school converted to an EarthCraft home? To answer this question, multiply the amount your class saved by the number of classes in your school. Discuss the economic and environmental savings if everyone in your community lived in homes like those seen in the video.

LINKS:

<http://www.southface.org/home/hbs/science.html>

<http://www.calpoly.edu/~cm/studpage/lrenz/larry.htm>

<http://www.ase.org/checkup/home/main.html>

<http://www.energy.ca.gov/education/story/story-html/story.html>

http://www.southface.org/home/ech/earthcraft_home.htm

EDITOR'S NOTE:

energy-efficient

mastic

double-pane

WORLDVIEW

Top of the World: Iraq Reaction

1. How are Iraqis reacting to the second Bush presidency? What does the Bush name mean to Iraqis? When did the Gulf War take place? How was then-President Bush perceived in Kuwait? In Iraq?
2. With what did U.S. officials charge Iraq in 1993? How do Iraqi officials respond to this charge? Who is Colin Powell? What position did he occupy during the Gulf War? To what "unfinished business" does he refer? How do Iraqi authorities react to his words? Who is Saddam Hussein? How is he engaged in a similar "war" with the U.S.?
3. Many students were very young when the Gulf War took place. Have them work in groups to research the war, including its causes and consequences, and the major players. Share group findings in class discussion. Why do students think that Iraq might be concerned with the fact that George Bush's son, Dick Cheney, and Colin Powell are the new leaders of the United States? Discuss.

LINKS:

<http://www.cnn.com/SPECIALS/2001/gulf.war/>

<http://www.cnn.com/SPECIALS/2001/gulf.war/arra/arrat/debrief/index.html>

<http://members.theglobe.com/algis/countries/iraq.html>
<http://www.whitehouse.gov/history/presidents/gb41.html>

Culture Watch: Fun in the Sun

1. Where is Dunns River Falls located? How high are the falls? Why do many tourists come to this site? How has the influx of tourism benefitted the area?
2. What does one need in order to climb the falls? How would you describe the experience of climbing the falls? What "more peaceful" waters exist nearby for those who aren't interested in the challenge of climbing? What is the legend behind the Martha Brae River? Who are the "captains" on these tours? What kinds of information do they add to the experience of touring the river?
3. Among the flora and fauna one might see on a visit to Dunns River Falls are orchids and tree ferns. Ask students to research the flora and fauna of the island of Jamaica. Then, have students work in groups to create written nature guides for tourists who appreciate the island's biodiversity.

LINKS:

<http://www.virtualjamaica.com/www/dunns.htm>
<http://www.virtualjamaica.com/www/sites.htm>
<http://caribbeansupersite.com/jamaica/fauna.htm>

Divine Guidance: Russia's Jewish Revival

1. Why did Mark and his family leave Russia when he was a baby? Why are they returning now? What does he think of the experience? Why did so many Russian Jews once emigrate out of their own country? Why are they returning today?
2. According to the video, how has Russian President Putin received the Jewish community in his country? In spite of this, why are some Jews still skeptical of the government?
3. What is the history of Jews in Russia? Working in small groups, have students conduct research to learn more about Judaism in Russia, especially during the Soviet era. What contributions did the Jewish community make to the country? Why did many Russian Jews choose to leave their country? Have each group present its findings. Ask students: If you were Jewish, and your family had left the Soviet Union for fear of religious persecution, would you return today? Why or why not? Discuss.

EXTENSION: Have students consult the Internet and other resources to learn more about Russia's current political and economic situation. Discuss how a rise of neo-nationalism, specifically in a return of power to communist party leaders, could impact religious freedom in Russia.

LINKS:

<http://www.friends-partners.org/partners/beyond-the-pale/>
<http://www.khazaria.com/>
<http://russianculture.about.com/culture/russianculture/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww>

Wild Kingdom: Russia Wolves

1. What does Mikhail Starodubtsev do for a living? What kind of "orphans" does he keep in his yard? Why has he had to kill some wolves? In spite of this, what reasons does Mikhail give for his affection for wolves?
2. Explain why Russia's government encourages the killing of wolves. Is the wolf population under control in Russia? How would a new ecological movement change Russia's policy toward wolves? Does biologist Andrei Poyarkov think the government's policy will change? Do you? Explain.

3. Challenge students to consider what widespread killing of one species of animal does to the ecosystem and balance of nature. Group students. Direct them to biological resources and have each group research the habitat, food, and natural enemies of Russian wolves. Then have each group create a diagram of a food web, in which the group illustrates the fragile ecosystem surrounding Russia's wolves. Have each group present its diagram, and explain what could happen to the ecosystem if the wolves' numbers are drastically reduced or the wolves are eliminated altogether.

LINKS:

<http://www.cnn.com/TECH/science/9812/23/russia.wolves/>

<http://www.wolf.org/>

http://www.wolfsonalaska.org/wolf_russia_history.html

EDITOR'S NOTE:

Gulf War

Iraq

Kuwait

dynasties

Jamaica

Jewish community

Soviet Union

bounty

NEWS CHRONICLE**High Hopes**

1. On what issue did President Bush's inauguration speech focus? Who is Fritz Brogan? How old is he? What is his hometown? Why does CNN correspondent Michael McManus refer to this city as "ground zero in the election recount"? What does Fritz Brogan think the future holds with George W. Bush as president?
2. How did Fritz Brogan help to promote the Bush-Cheney ticket to teenagers? What does he say is "the one thing that unites youth"? How was he able to use the Internet to get his message out?
3. Will Fritz hold President Bush to his promises? For what other promises will the young voters seen in the video hold President Bush accountable? Why do you think these issues are important to young people? Are they important to you? Explain.
4. Read this excerpt from George W. Bush's inauguration speech to your students:

"America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American."

In class discussion, analyze this quote. Have student volunteers explain what the president is trying to say. Do students think that Americans are "bound by ideals"? If so, what are these shared ideals? Discuss the tone this excerpt from his speech sets for the Bush presidency. Do students think the next four years will be years of unity through common ideals, or disagreement as to what these ideals are? Why?

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/20/bush.speech/index.html>

<http://fyi.cnn.com/fyi/interactive/specials/inauguration/stories/bush.teens.html>

<http://fyi.cnn.com/fyi/interactive/specials/inauguration/stories/inauguration.wrap.html>

<http://fyi.cnn.com/ALLPOLITICS/inauguration/2001/transcripts/template.html>

Strike up the Band

1. How many high school and college bands were chosen to march in the inaugural parade this past Saturday? Where did the bands assemble before the parade? How long had the band from Omaha traveled to be in this parade? What were some of the band members' impressions during this experience?
2. Being part of an event like a presidential inauguration is a once in a lifetime experience. Challenge your students to think of any historical or once in a lifetime experiences they may have had, such as a meeting with a famous person, a visit to a unique place, or participation in an important event. Have each student write a brief descriptive essay about the experience. Have students share their essays and talk about what they will remember most about their experiences.

LINKS:

<http://fyi.cnn.com/fyi/interactive/specials/inauguration/stories/presidential.change.html>

<http://www.cnn.com/ALLPOLITICS/inauguration/2001/>

EDITOR'S NOTE:

unity
inaugural ball
1600 Pennsylvania Avenue
Capitol Hill
Nebraska
The Mall

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CNN NEWSROOM Guide

January 23, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 03:00...04:40

-U.S. Pres. Bush focuses on the state of public schools.

-Pres. Bush's tax cut is introduced on Capitol Hill.

Turner Website Information ... 00:45...05:25

Information on the CNN NEWSROOM Daily Classroom Guide

DAILY DESK ... 00:40...06:05

Health Desk ... 02:00...08:05

Researchers find a potential vaccine for the Ebola virus.

Desk Extra: Teens and Smoking ... 02:00...10:05

A new study reveals that friends shape teens' views of smoking and drinking.

WORLDVIEW ... 00:30...10:35

Artistry in Action ... 03:30...14:05

The message of Ang Lee's newest film is honor and integrity.

Culture Watch ... 02:55...17:00

Oscar-winning director Keiko Ibi is an inspiration to others in Japan.

World of Science: Kenya Internet Operation ... 03:40...20:40

Cataract surgery is broadcast on the Internet.

NEWS CHRONICLE ... 00:25...21:05

Special Series ... 06:05...27:10

New information leads scientists to a greater understanding of the teenage brain.

Look Ahead ... 00:20...27:30

Tomorrow: Your Brain, Part II

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Education Agenda/Tax Cut

1. What was the focus of President Bush's first day at work? With whom did he discuss his plans for education reform? What are the main points of his education package? What are vouchers? According to the video, why are some Democrats opposed to vouchers?
2. How many of Bush's confirmed cabinet members were sworn in yesterday? Who are they? Who is to be sworn in today?
3. Who is the Democratic senator who is co-sponsoring the Bush tax cut? What does it mean when it is said that Senator Miller is "breaking ranks with his own party"? What is his rationale for doing this?
4. What are some of the major points of this tax cut proposal? What kind of tax cut are most congressional Democrats inclined to support? How is a Republican political action committee increasing the pressure on Democrats to support the Bush plan?
5. To help students understand the issues underlying tax cuts, introduce them to these terms they have heard throughout the presidential campaign: across-the-board tax cut, marriage penalty, and death tax. Divide the class into small groups. Have each group choose one of these terms to research, and explain it to the class. Ask: Is the elimination of the marriage penalty and the death tax politically popular? Is there any opposition to eliminating the marriage penalty and death tax? If so, who might be opposed to elimination of these taxes, and why? Why would some be opposed to an across-the-board tax cut? Discuss the reasons why tax cuts, while regarded as politically popular in a general sense, are not the necessarily the stuff of bipartisanship.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/21/tax.cut/index.html>

<http://www.cse.org/informed/taxes.html>

<http://www.brook.edu/comm/PolicyBriefs/Pb046/pb46.htm>

EDITOR'S NOTE:

fundamental
voucher
cabinet
surplus
marriage penalty
death tax
Phil Gramm
Zell Miller

DAILY DESK

Health Desk: Ebola Vaccine

1. What is Ebola? Where has it been reported? What is its mortality rate? What symptoms occur in its victims? How does one contract Ebola? Is there a cure for this disease? What is the status of the Ebola vaccine? How does the vaccine work?

2. What do we know about the deadly Ebola disease? Have students work in groups to conduct research on the disease. Direct each group to answer the following questions:
 1. When and where was Ebola first discovered?
 2. How does the disease spread?
 3. How is Ebola diagnosed?
 4. What are the symptoms of Ebola, and how does it progress?
 5. What treatments exist for those who contract Ebola?
 6. Why do a small percentage of people survive Ebola?

Share group findings in class discussion. Based on what students have learned in their research and seen in the video, what challenges do they think authorities face as they try to fight the spread of this disease?

3. Have students research the history of vaccines and their impact on communicable diseases during the last century. Group students. Direct each group to prepare a presentation about a communicable disease for which a vaccine was developed. How did the disease impact society? What were the benefits and liabilities associated with the vaccine? For what diseases are children in your country vaccinated? Do you think governments should require childhood vaccinations? Why or why not? Following the presentations, discuss what might happen if people stopped getting vaccinated.

LINKS:

<http://cnn.com/2000/HEALTH/11/29/ebola.feig/index.html>

<http://www.who.int/inf-fs/en/fact103.html>

<http://www.cdc.gov/ncidod/dvrd/spb/mnpages/dispages/ebola.htm>

<http://www.healthlinkusa.com/101.html>

Desk Extra: Teens and Smoking

1. How many students were examined in the latest study of teenage attitudes towards smoking and drinking? How old were the students who were subjects in this study? According to the study, what was the most significant factor in shaping the students' attitudes towards drinking and smoking? Were girls or boys more likely to be influenced by their peers?
2. What advice does this study offer concerned parents? Do you think that parents should be involved in their teenagers' lives? If so, to what extent? If not, why not? Do you think it is important for parents to "pay attention to their kids' friends"? Explain.
3. Generate an open discussion about peer pressure. Do your students experience peer pressure? When does it become a real problem? Is all peer pressure negative? Divide your class into small groups. Challenge each group to come up with an idea for using peer pressure to affect positive change among students their age, in areas such as eliminating drug or alcohol use, improving academic performance, or promoting responsible driving. Have each group create an ad campaign, skit, or PSA around its idea, and share it with the class.

LINKS:

<http://www.tobaccofree.org/>

<http://parentingteens.miningco.com/parenting/parentingteens/cs/peerpressure/>

<http://www.csmonitor.com/durable/1997/10/27/feat/learning.2.html>

EDITOR'S NOTE:

Ebola
virus
vaccine
peers

WORLDVIEW

Artistry in Action: "Crouching Tiger, Hidden Dragon"

1. What is the message of the film "Crouching Tiger, Hidden Dragon"? In what language was the film produced? Who is the film's director? For what Oscar-winning film is he best known?
2. What are the martial arts? Why do you think Ang Lee refers to his new film as "'Sense and Sensibility' with martial arts"? Why does he like making martial arts films? Describe some of the other artistic elements that are part of Ang Lee's new film. How was the film received at the Cannes Film Festival and by Asian audiences?
3. Movies may be produced in different countries, but universal themes give them cross-cultural appeal. As a class, brainstorm a list of universal themes (e.g., "good vs. evil," "love conquers all"). Write these themes on the board. Challenge each student to watch one film that has international appeal. Have each student write a critical analysis of his/her chosen film, explaining its universal theme(s) and why global audiences have responded positively to it.

LINKS:

<http://china.muzi.net/stars/p/anglee.shtml>

<http://us.imdb.com/Name?Lee%2C+Ang>

Culture Watch: Japanese Film Director

1. Who is Keiko Ibi? For what documentary film did she win an Academy Award last year? What is the subject of "The Personals"? To what does Keiko Ibi attribute her achievement?
2. When did Keiko Ibi write and direct her first play? Why did she go to the United States? How has her success been received at home in Japan? What are her next projects?
3. Keiko Ibi is a role model to Japanese women who aspire to direct movies. There are other women in the entertainment field who have broken ground as they overcame gender, cultural, and ethnic barriers. Direct each student to select one woman he/she would consider a pioneer in the entertainment business, and conduct research to learn more about her story. Have students use their information to write profiles of these entertainment pioneers.

LINKS:

<http://members.aol.com/keikofilms/>

<http://www.asiancinevision.org/cinevue/ibi.html>

http://www.findarticles.com/cf_0/m1127/3_117/59643359/p1/article.jhtml

World of Science: Kenya Internet Operation

1. From what eye disease does Tabitha Wanjiku suffer? What causes cataracts? What treatment cures this condition? According to the video, how many cataract surgeries have been performed worldwide? Who paid for Ms. Wanjiku's surgery?
2. Describe what happens in cataract surgery. How long did the surgery take? Why do you think it was broadcast over the Internet? If you had an older relative who had cataracts and you watched the surgery, do you think you'd be more or less likely to advocate the procedure for your family member? Explain.
3. Inform students that, according to the allaboutvision.com website, a cataract is "clouding of the natural lens of the eye, resulting in impaired vision." As we see in the video, cataract surgery involves removing the eye's natural lens and replacing it with an artificial one. What other conditions and diseases of the eye can be corrected or cured with surgery or artificial lenses? Have

students work in groups to learn more about the human eye, the diseases and conditions that can occur within it, and the treatments and cures for each disease. Have each group make a formal presentation of its findings.

LINKS:

<http://www.allaboutvision.com/>

<http://www.pacific-attitude.com/gw/medifocus/medifocus89.html>

<http://www.wired.com/news/topstories/0,1287,16818,00.html>

EDITOR'S NOTE:

Mandarin

martial arts

Ang Lee

Yin and Yang

Keiko Ibi

cataract

NEWS CHRONICLE**Special Series: Your Brain, Part I**

1. What have scientists recently discovered about the teenage brain? How did some of the teenagers in the video respond to this news? Why does this information provoke strong reactions from some teens?
2. Until now, what did scientists believe was the most important time for brain development? Now, how many major periods of brain growth do they believe exist? Between what ages does the first period of growth take place? Where in the brain does this "virtual forest fire of growth" occur? What kinds of things do the frontal lobes control? What kind of brain growth spurt takes place between the ages of seven and thirteen? What skills are affected during this growth spurt?
3. When does the rapid growth of the brain come to an end? How does the brain begin to "fine-tune" itself during this phase? What kinds of skills can become more of a challenge during this period? To what part of the brain can "teen angst" be traced? Why? How can parents play a role in their teenager's maturation during these critical years?
4. Direct groups of students to research the anatomy of the brain, and create diagrams or other visual aids to help explain it. Have each group present its work. Post groups' efforts around the classroom and use them as references as the class continues to explore the human brain.
5. Inform your students that the amygdala is an almond-shaped area of the brain that receives signals of danger and begins to set off a series of reactions designed for "fight-or-flight." Have students work in groups to research the amygdala and its fight-or-flight response system, and share their findings in class. Point out that the amygdala has been associated with phobias and some emotional reactions. How might these aspects of human behavior be explained by the function and activity of the amygdala? Discuss.
6. In this segment, we learn that many aspects of human adolescence may be rooted in the teenage brain. As a class, brainstorm a list of general emotional and mental characteristics of the teenage years, such as sleepiness, rebelliousness, or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teenage brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition, and how the teenage brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental and external factors that might play a role in teenage behavior and characteristics. Do students think the teenage

mind is more a product of biology or society? Why?

LINKS:

<http://www.med.harvard.edu/AANLIB/home.html>

<http://pegasus.cc.ucf.edu/~Brainmdl/brain.html#table>

<http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html>

<http://www.eqtoday.com/hijack.html>

<http://www.sfn.org/briefings/fear.html>

EDITOR'S NOTE:

adolescent brain

frontal lobes

neurons

amygdala

myelin

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CNN NEWSROOM Guide

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 01:00...02:25

Top Story ... 03:35...06:00

-U.S. Pres. Bush sends his education plan to Congress.

-CNN's Bill Schneider explains the basis for the current wave of education reform.

In the Headlines ... 02:05...08:05

California looks for solutions to its energy problems.

DAILY DESK ... 00:30...08:35

Business Desk ... 01:55...10:30

Customer tips are vital to the livelihood of restaurant servers.

WORLDVIEW ... 00:30...11:00

Top of the World ... 02:30...13:30

Power blackouts leave some Russians out in the cold.

Inside Asia ... 08:50...22:20

Chinese officials suppress ethnic identity and religious freedom in Xinjiang.

NEWS CHRONICLE ... 00:25...22:45

Special Series ... 03:40...26:25

What substances threaten the healthy development of the teenage brain?

Look Ahead ... 00:35...27:00

Tomorrow: Your Brain, Part III

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Education Agenda

1. What major piece of President Bush's legislative agenda did he send to Congress yesterday? What portion of this proposal is being met with criticism by some Democrats? What are vouchers? How would the Bush plan hold schools accountable for student performance?
2. According to CNN political analyst Bill Schneider, what are the two reasons why the federal government gets involved in education? When did the first great intervention of the federal government in education occur? What reason was behind this intervention? What event prompted it?
3. What is President Bush's position on federal government intervention in education? According to Bill Schneider, does the current movement toward education reform reflect the mood of the 1950s or the 1960s? Explain. What is driving the current movement?
4. Who is Ross Perot? What was his role in reforming education in Texas? Why is it significant that a businessperson helped to lead this charge? What is accountability? What role does accountability play in President Bush's education package? Explain how competitiveness is a "unifying force" in the United States. Do you think this competitiveness will help to pass or defeat the Bush plan? Explain.
5. Sputnik, the Earth's first artificial satellite, was launched by the Soviet Union at the height of the Cold War, on October 4, 1957. Ask students to interview older family members to learn more about the mood in the U.S. following this event. How did the U.S. government and education respond to Sputnik? Have students share their findings. After the launch, physicist Edward Teller said the United States had lost "a battle more important and greater than Pearl Harbor." Based on what students have learned, is this an accurate statement? Compare the response to Sputnik to today's political focus on education reform. Do students think this focus is appropriate, or an overreaction? Why?
6. Read this quote from the video to your students: "The global economy has become the new Cold War." Generate a class discussion about this statement. Do they agree or disagree with it? Discuss how the global economy is changing the skills and education students will need to compete in the job market.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/23/bush.wrap/index.html>
<http://www.cnn.com/2001/ALLPOLITICS/stories/01/23/school.vouchers/index.html>
<http://www.cnn.com/2001/ALLPOLITICS/stories/01/23/dem.plan/index.html>
<http://whyfiles.org/047sputnik/>
<http://www.spacefame.org/sputnik.html>

In the Headlines: California Power Crisis

1. Why is California's government launching an Internet auction for power? What did power producers think of this idea at first? What do they think of it now? What are some other proposed remedies to the state's energy problems?
2. How is the United States government trying to help Californians? One former energy secretary says the state shouldn't expect any more help from the federal government. Do you agree or disagree? Explain. What is the current status of supply at Pacific Gas and Electric? How is the company attempting to save electricity?
3. What are the reasons behind California's energy crisis? Have students conduct research to learn about deregulation and the role it has played in the energy problems facing the state. Have students share their findings. Is the California energy crisis a matter of supply, demand, or manipulation of supply? Discuss.

LINKS:<http://www.cnn.com/SPECIALS/2001/power.crisis/><http://www.cnn.com/2001/US/01/23/power.woes.03/index.html>**EDITOR'S NOTE:**

unanimous

bipartisan

Sputnik

apathy

Cold War

California

utilities

bankruptcy

DAILY DESK**Business Desk: Restaurant Tipping**

1. What is a tip? According to the latest Zagat Survey, how much of a tip are Americans leaving in restaurants? What is the average restaurant tip in New York City?
2. Why are tips so important to waiters and waitresses? Why is it important to tip more if you spend a long time at a table? According to Zagat's "Diners' Bill of Rights," when can you withhold a tip? What percentage of the cost of the meal do you think is a reasonable tip for average service? For excellent service?
3. Ask your students to interview waiters/waitresses to learn more about the importance of tipping. Have your students find out with whom, if anyone, these waiters/waitresses split their tips, as well as get some insight into the tipping behavior of patrons in your area. Share student findings in class discussion. How does being "stiffed" affect the server, both economically and psychologically? What does a good tip do for a server's morale and wallet? From a consumer's perspective, what is the recourse for a poor dining experience? Discuss.

LINKS:http://www.stainedapron.com/tipping_properly.html<http://www.tipping.org/TopPage.shtml><http://www.lifeintheusa.com/services2/tipwaiters.htm><http://www.restaurantreport.com/index.html><http://www.dol.gov/dol/esa/public/minwage/main.htm>**EDITOR'S NOTE:**

tipping

stiffed

patrons

etiquette

minimum wage

WORLDVIEW**Top of the World: Russia Energy Problems**

1. Why are many residents in Russia's Far East living in freezing conditions? What are they doing to

draw attention to their plight? To what extent is the weather to blame for these conditions? Why do you think Russia's power grid has been neglected for decades?

2. Russia is rich in mineral reserves, yet portions of the country find themselves without power and heat. Why? Direct students, working in groups, to learn more about Russia's natural gas and oil resources and why some of its people are suffering this winter. Discuss possible approaches to alleviating this situation. Should Russia's government become directly involved? Why or why not?

LINKS:

<http://www.rferl.org/nca/special/caspian/>

<http://www.eia.doe.gov/emeu/cabs/rusexp.html>

<http://www.russiapost.com/?action=display&article=5405676&template=russia/stories.txt&index=recent>

Inside Asia: Xinjiang Insight

1. Locate the region of Xinjiang on a map of the continent of Asia. Who are the Uighurs? What religion is the basis of their culture and ethnic identity? What view of Islam has the Chinese government taken in Xinjiang? How does the government keep Islam "tightly contained"?
2. What has happened to the substructure of the Islamic culture in this region? What message does the government's control of religion send to Xinjiang's educated elite? How does this trend put religious leaders in a delicate position?
3. In spite of government control, what evidence of subversive religious activity exists in Xinjiang? How has the government dealt with these incidents? Xinjiang's governor, an ethnic Uighur, says, "If we allow separatism to exist, we will have instability..." What does he mean? Whom does the Chinese government label as "separatists"? Do you think full religious freedom for the Islamic Uighurs will result in separatism and instability? State your rationale.
4. Who is Rebiya Kadeer? Why have human rights groups publicized her story? Describe the living standards of most of the Uighurs in Xinjiang. What role could government attempts to raise their standard of living play in the success or failure of the separatist movement? In the meantime, what is happening to the number of people who practice their religion in Xinjiang? Why do you think the numbers are increasing?
5. Challenge students to learn more about the ethnic groups that make up China's population. Divide the class into groups, and have each research and profile one of these ethnic groups, such as the Han, Uighur, or Mongols. Have each group highlight the history and culture of its ethnic group and its current place in the Chinese political system.
6. China's state-run media has broadcast speeches by President Jiang Zemin, in which he vows to crush certain religious and separatist activities among China's minorities. In one speech, Jiang Zemin is reported to have pledged "to safeguard the unification of the motherland and fight against ethnic splittism..." In class discussion, compare the attitudes of Chinese and U.S. authorities to cultural and religious activities in their respective countries. Are cultural and religious activities permitted, promoted, limited, or forbidden? In each case, what is the government's rationale for its policy?
7. Point out to students that the human rights group Amnesty International has identified Xinjiang as one of the five global spots where violence is escalating. Between January 1997 and April 1999, the organization documented 210 death sentences and 190 executions in the region. It said most of those executed were Uighurs convicted of "terrorist" or "subversive" activities. Why is the Chinese government so sensitive to dissent, religious and political, especially in this region? Have students work in groups to research Xinjiang and its geographic and political importance to the Chinese. Share group findings. How could a serious separatist movement in Xinjiang threaten China's entire political system? Discuss.

LINKS:

http://www.feer.com/0009_07/p22region.html

http://news6.thdo.bbc.co.uk/low/english/world/asia-pacific/newsid_64000/64978.stm

<http://www.discoverislam.com/2.html>

http://www.tibet.ca/wtnarchive/1999/10/1_3.html

http://www.future-china.org/fcn/mainland/minority/fc_minority.htm

<http://www.religiousfreedom.com/wrpt/Chinarpt.htm>

EDITOR'S NOTE:

plight

power grid

czar

Uighurs

Xinjiang province

Islam

mosques

Mao and Marx

NEWS CHRONICLE**Special Series: Your Brain, Part II**

1. Why is your brain often referred to as "the master control center of the body"? How is the brain protected within the human body? What do we know about the brain and its features? What is the difference between gray matter and white matter? What protects white matter in the fully-developed adult brain? When do the nerves that regulate emotion, judgment and impulse control become fully covered in myelin? How does this underscore the need to protect the young brain?
2. What are some experimental behaviors in which some teens engage that could be harmful to the brain? According to Dr. Jay Giedd, which behavior may be especially dangerous? What is huffing? Why is inhalant abuse especially harmful? What other negative behaviors are the subject of neuroscientists' research?
3. How do drugs affect the brain? We've all seen the "This is your brain on drugs" ads, but what exactly do substances like nicotine, marijuana, cocaine, alcohol and even caffeine do to the human brain? Divide the class into groups. Have each group choose one drug and examine the neurological consequences of its use, focusing on the brain. Direct groups to present their information with illustrations and charts, if possible. Relying on what they have learned in the first two parts of this series, ask students to speculate as to whether these substances would have more harmful long-term consequences for the teenage brain or the adult brain, and why.
4. Invite a physician or other scientist to address the class on what teens can do to promote healthy brain development. Focus the discussion not only on the negatives to avoid, but also on positive behaviors that could enhance brain health and function over the long-term. Have the class combine what they have learned with additional research to create an informative brochure on "The Healthy Brain," and make copies available in your guidance department and clinic.

LINKS:

<http://faculty.washington.edu/chudler/neurok.html>

<http://www.psc.edu/science/Goddard/goddard.html>

<http://www.brain.com/>

EDITOR'S NOTE:

myelin

inhalant abuse

addiction
neuroscientist

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CNN NEWSROOM Guide

January 25, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 01:00...01:50

Top Story ... 01:20...03:10

An oil spill off the Galapagos Islands threatens their fragile marine habitat.

DAILY DESK ... 00:45...03:55

Science Desk ... 02:05...06:00

New broadband pipes are speeding up Internet interaction.

Ask CNN: Satellites ... 01:35...07:35

Why don't satellites in space collide with one another?

WORLDVIEW ... 00:35...08:10

Top of the World ... 01:45...09:55

India's Ganges River attracts millions of Hindus for an act of faith.

Culture Watch ... 03:15...13:10

DNA tests could determine if this mummy is the famed Tutankhamun.

One World Habitat: Endangered Fish ... 02:45...15:55

Many of the fish we take for granted could be headed toward extinction.

Around the World ... 03:40...19:35

Travel to Atlantis, a mega-resort in the Caribbean.

NEWS CHRONICLE ... 00:35...20:10

Special Series ... 04:05...24:15

Technology has revolutionized the study of the human brain.

Our World ... 02:55...27:10

Meet some young reporters who are covering the Super Bowl.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN**TODAY'S NEWS****Top Story: Galapagos Spill**

1. When did the oil spill off the coast of San Cristobal Island occur? How did it happen? How is nature aiding the effort to keep the spill away from the main islands of the Galapagos? Have any animals been affected by the spill? Explain. With what crimes could the tanker's captain and owners be charged? If convicted, what penalties could they face?
2. Why are the species that live on the Galapagos Islands so unique? How have these species changed to adapt to their environment? When did Charles Darwin visit these islands? What theory did the islands inspire him to develop? What are some of the species found on these islands?
3. What are the short and long-term effects of oil spills on marine life and human life? What is being done to prevent spills? Divide your class into two groups. Have one group research the immediate and long-term ecological and economic effects of marine oil spills. Have the other group research oil spill prevention and response. Direct each group to share its findings. Discuss the problems oil spills present to natural habitats, ecotourism, and personal property, and what oil companies are trying to do to minimize these accidents.

LINKS:

<http://www.cnn.com/2001/NATURE/01/24/galapagos.spill.02/index.html>

http://www.galapagosonline.com/Galapagos_Natural_History/National_Park/National_Park.html

<http://www.cnn.com/2001/NATURE/01/24/whitbeck.debrief/index.html>

<http://www.itopf.com/effects.html>

<http://www.api.org/oilspills/>

EDITOR'S NOTE:

cargo
aground
Galapagos
endangered
subspecies
natural selection

DAILY DESK**Science Desk: Broadband 101**

1. Why do you think there is such widespread interest in increasing the rate of information flow to and from the Internet? In its technology-related use, what does the term "broadband" mean? How does the size of the "pipe" relate to the amount of information that can be sent at one time? What are the distinct advantages and disadvantages of DSL, cable modem, wireless, and satellite systems for delivering broadband Internet use?
2. Now that broadband is becoming a reality, it is predicted that telephone, television, and Internet technologies will soon overlap in a movement called "convergence." What do you think this convergence technology might look like? When convergence occurs, how do you think it will affect content and programming? Shopping? Currency and credit? What unprecedented possibilities might present themselves if all our information needs were met with one interactive device?
3. Have your class express their own ideas about broadband-enabled convergence through one of the most popular student entertainment vehicles: cartoons. Working in small groups, have your

students create a cartoon storyboard that demonstrates what convergence might look like in the future. Each storyboard should:

- be a minimum of 5 frames;
- use character interaction with futuristic convergence devices that combine Internet, TV, and telephone access to demonstrate what convergence of technologies might look like;
- show at least two futuristic uses for this technology.

Have each group show their storyboards to the class and discuss their individual visions of what convergence technology will be like. Be sure to explain how broadband's high bandwidth is the enabling prerequisite to these differing visions.

LINKS:

<http://www.allnetdevices.com/news/9909/990902webtv/990902webtv.html>

<http://www.itvnews.com/whatis/index.htm>

<http://www.tml.hut.fi/Research/future-tv/index.html>

<http://www.broadbandweek.com/>

<http://www.fcc.gov/bandwidth/>

Ask CNN: Satellites

1. What are communications satellites? What have the nations of the world, led by the United States, done to designate the positions of the many communications satellites in space? Today, what rule must be followed in order for new satellites to be launched? How is new technology making some communications satellites obsolete?
2. Your students might be interested to know that, according to the United States Space Command, there are currently more than 8,000 objects larger than a softball now circling the globe. Yet they may not know very much about these numerous items that circle overhead. Have students work in groups to learn more about satellites, specifically:
 - the reasons why satellites are launched;
 - some of the countries and companies that have orbiting satellites;
 - the different kinds of orbits of satellites, such as polar and LEO;
 - the speeds of satellites traveling at different orbits, and role of gravity in determining those speeds;
 - the existence of "space junk," or the kinds of non-functioning spacecraft that are still orbiting the Earth.

Share and discuss group information.

LINKS:

<http://www.univnettoday.com/html/topics/satellites.html>

<http://www.heavens-above.com/>

<http://www.thetech.org/hyper/satellite/>

EDITOR'S NOTE:

bandwidth

broadband

Digital Revolution

DSL line

cable modem

satellite

WORLDVIEW**Top of the World: Ganges River Pilgrimage**

1. Locate the Ganges River on a world map. Why did millions of people recently go to the river at the

same time? Approximately how many people took part in this huge display of spiritualism? What does this event illustrate about the culture of modern India?

2. Why is the Ganges sacred to Hindus? What is the significance of bathing in the river? Have your students work in groups to learn more about the Ganges River and its spiritual significance to Hinduism. Point out that water is an important component of spiritualism in other world religions and cultures, and ask students to cite examples of the use of water in other faiths and traditions.

LINKS:

<http://www.cs.albany.edu/~amit/ganges.html>

<http://www.cityofturlock.com/ganges.htm>

<http://school.discovery.com/homeworkhelp/worldbook/atozgeography/g/216420.html>

Culture Watch: Tutankhamun DNA

1. Why is a team of Japanese scientists conducting DNA tests on this mummy? Who was Tutankhamun? When was this mummy, believed to be Tutankhamun, last tested?
2. When and by whom was the tomb of Tutankhamun discovered? Why do you think one expert called it "the most important discovery at the time"? Why do you think the "magic and mystery" of King Tut live today?
3. In the video, we learn that previous tests on this mummy have not proven very successful. Ask students why they think this is so. Have students conduct research to learn more about DNA testing on ancient remains. Discuss the variables that could cause problems for scientists conducting DNA testing on this mummy.
4. Modern civilization continues to be fascinated with King Tut and the ancient Egyptians. Challenge your students, working in groups, to learn more about ancient Egypt, including its history, leaders, and customs and practices. Have each group prepare an informative website, display, or written report on ancient Egyptian civilization.

LINKS:

http://news.bbc.co.uk/hi/english/sci/tech/newsid_862000/862265.stm

<http://www.civilization.ca/members/civiliz/egypt/egtut01e.html#menu>

<http://www.rosicrucian.org/mus-plan/museum/mummy1.html>

<http://www.scisoc.org/feature/JurassicPark/>

One World Habitat: Endangered Fish

1. Why does fisherman Dave Music believe our fish supply is bottoming out? How does a new study in Fisheries magazine confirm his view? What does the study blame for this decline in fish stocks? What are some of the species that are in danger?
2. Based on what you have heard in the video, explain how each of the following has had an impact on fish stocks: Rising sea lion populations, agricultural pollution in Florida, and increased consumer demand for fish. What do scientists suggest is the answer to declining fish stocks? How might closing some areas to fishing help?
3. Challenge your students to examine the status of marine life in different parts of the world. Divide the class into groups. Have each group select one marine habitat anywhere in the world and conduct in-depth research to learn more about some of the species native to that habitat. Have each group present its findings and determine to what extent, if any, any of these species are threatened, and what can be done to alleviate the ecological threat.

LINKS:

<http://www.pewoceans.org/>

<http://www.worldwatch.org/alerts/001209.html>

http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/peril_overfishing.html

<http://ens.lycos.com/ens/feb2000/2000L-02-10-06.html>

<http://www.sfgate.com/cgi-bin/article.cgi?file=%2Fchronicle%2Farchive%2F2000%2F01%2F24%2FMN>

Around the World: Atlantis

1. Locate the Caribbean Sea on a world map. Where is the Atlantis resort? For what place was this resort named?
2. To what kinds of places has Atlantis been compared? Why? From what countries do its restaurants import their products? How many travelers stayed at Atlantis last year? Why do you think it is such a popular tourist destination?
3. What 1998 addition expanded the resort? How many guest rooms can now be found at Atlantis? How has the resort's expansion impacted the economy of the Bahamas?
4. What distinction among marine habitats does Atlantis hold? How many species of sea creatures can be found there? What is the source of most of these fish?
5. Are there any downsides to vacationing at this resort? Explain. What do rooms cost at Atlantis? How much does food cost? Why do some critics say that Atlantis is too "self-contained"? Why could this be a problem, and for whom?
6. How does tourism impact an economy? Working in groups, have students choose one popular tourist destination or annual event (like Mardi Gras in New Orleans, for example), and research the economic impact of that site or event on the local economy. Have each group present an in-depth analysis of the jobs created and revenue generated by its chosen site or event. What would happen if this site/event suddenly fell out of favor with tourists? Are there any downsides to the influx of tourism for the locals? Discuss.

LINKS:

<http://travelwithkids.about.com/travel/travelwithkids/library/resortssun/blresortatlantis.htm>

http://www.sunfinder.com/new_providence/atlantis.htm

<http://www.resortatlantis.com/>

EDITOR'S NOTE:

India
Ganges River
DNA
Tutankhamun
pharaoh
wetlands
overfishing
resort

NEWS CHRONICLE

Special Series: Your Brain, Part III

1. What is an MRI? How does the MRI scanner actually work? What does an MRI allow scientists to observe about the brain? What were some of the ways that scientists and doctors used to "look" at the living brain? How is the MRI an improvement? How has the MRI made a significant contribution to adolescent brain studies?
2. What happens when one undergoes an MRI? Why do you think it's important for the patient to keep

his/her head still while this scan is being performed? Why are scientists interested in scanning young brains over time?

3. Challenge groups of students to examine diseases that affect the brain. Have each group choose one such disease and conduct research to learn how it is diagnosed, how it affects the brain, and the courses of treatment or cure. Have groups share their findings. Discuss the advances in medical technology that have improved the prognosis for many who suffer from these diseases.
4. What are the implications of these studies for young people? Recap the major points of all three segments of this series. Discuss how what scientists have learned about brain development could have major educational, sociological, and medical implications. For example, now that we know more about the skills that are most readily developed at different times in a young person's life, when might be the best time to teach a child how to play the piano or to speak another language? Why? How might knowledge of brain development impact the rehabilitation efforts of juvenile offenders? How could information about the young brain affect efforts to educate young people about drugs?

LINKS:

<http://www.genetics.gla.ac.uk/neil/neurodis.html>

<http://earlychildhood.about.com/education/earlychildhood/library/weekly/aa032999.htm?iam=dpile&term>

<http://babyparenting.about.com/parenting/babyparenting/cs/braindevelopment1/index.htm?iam=dpile&term>

<http://www.cis.rut.edu/htbooks/mri/inside.htm>

<http://mri-center-mass.com/>

Our World: Kid Reporters

1. How old is Tommy Toledo? What big assignment is he currently undertaking? For what publication is he reporting? Who is his "competition"? How does each of these young reporters feel about this opportunity? Do you think they are taking their jobs seriously? Explain.
2. Are any of your students interested in becoming journalists? If so, here are some resources for you to direct them to:

Have students check out "Journalism 101" on the **CNN Student Bureau** page on the **CNNfyi.com** site. Go to <http://fyi.cnn.com/fyi/student.bureau/>.

You and your students can learn more about becoming part of **CNN's Student Bureau** by visiting <http://turnerlearning.com/sb/index.html>.

In addition, visit HighWired.com to learn how your school can publish your school newspaper online. Go to <http://www.highwired.com/Paper/Product/0,2612,teacher,00.html>.

LINKS:

<http://turnerlearning.com/sb/index.html>

<http://fyi.cnn.com/fyi/student.bureau/>

<http://www.highwired.com/Paper/Product/0,2612,teacher,00.html>

<http://www.weeklyreader.com/features/frip.html>

EDITOR'S NOTE:

brain mapping
magnetic resonance imaging
magnetic field
radiation
noninvasive

scanner
Super Bowl
media

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CNN NEWSROOM Guide

January 26, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 01:00...01:30

Top Story ... 01:50...03:20

Is California's power problem taking on political overtones?

DAILY DESK ... 00:30...03:50

Editor's Desk ... 02:45...06:35

Many educators believe the Internet can enrich the thought process.

WORLDVIEW ... 00:25...07:00

Top of the World ... 07:45...14:45

Negotiators behind the peace process offer their insight into the Mideast situation.

Inside North America ... 08:00...22:45

Harry Langdon is a legendary Hollywood photographer.

NEWS CHRONICLE ... 00:25...23:10

Farewell, Converse All-Star ... 01:50...25:00

Say "goodbye" to a court classic.

Our World ... 02:05...27:05

A group of students scrambles to find funding after a scholarship promise is abandoned.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: California Power Crisis

1. Is the federal government trying to help the state of California with its power crisis? Explain. For how long will President Bush's emergency order be in effect? Which presidential candidate won the

state of California in November? Do you think this fact has any bearing on the president's policy regarding California? Explain.

2. Why does one political analyst believe that President Bush is using California's power crisis for political purposes? Who is Gray Davis? What political aspiration is he said to have? How might his state's power problems, if allowed to continue, affect his political career? If you were President Bush, would you help Governor Davis beyond the two week period? Why or why not? If you would, what would you do to alleviate the crisis?
3. Point out to students that this is not the first time that Americans have experienced the politics of energy. Last year, when then-President Clinton released millions of barrels of oil from the Strategic Reserve in an effort to lower prices immediately before the election, critics cried "foul." Have your students, working in groups, examine the ways in which energy can become a political issue. Have each group choose one energy-related political issue and research it from different perspectives. Direct each group to present a five-minute panel discussion on its issue and how it demonstrates the politics of energy.

LINKS:

<http://www.cnn.com/SPECIALS/2001/power.crisis/>

<http://www.time.com/time/magazine/article/0,9171,96190,00.html>

<http://www.cnn.com/2001/US/01/24/utilities.california.reut/index.html>

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/25/power.woes.01/index.html>

EDITOR'S NOTE:

California
Gray Davis
rolling blackouts

DAILY DESK**Editor's Desk: What Do Kids Need To Know?**

1. How many American schools are connected to the Internet? How are computers and the Internet being used in education? What are the benefits and drawbacks of using the Internet as an educational tool?
2. Do you like using computers and the Internet? Why or why not? Do you think it's important that all students have equal access to computer technology? Explain. Do you think this goal is achievable? Why or why not? To what extent do you think the Internet will impact the future of public education? Do you think textbooks and teacher-dominated instruction will become obsolete? Why or why not?
3. How are computers and the Internet being used by teachers at your school? Ask your school's principal or technology coordinator to speak to your class about the process by which your school acquires and integrates computers and the Internet. Then, challenge groups of students to critique the way computers and the Internet are being used at your school. Have groups interview teachers to identify how they use computers with their students. Have students find out what teachers think are the biggest obstacles to using computers and the Internet in the classroom. Have groups write reports of their findings. After students present their information, have them consider ways to enhance the use of computers and the Internet at their school.

EXTENSION: Group students and have each group select an academic subject. Next, send students on Internet scavenger hunts to identify a list of online educational resources that are related to their topics. Have them consider how teachers and students might use these resources. You may want to have students check out:

HighWired.com's resources at: <http://www.highwired.com/>

Riverdeep.com's science, math, and language arts material at: <http://www.riverdeep.net/>

Harcourt's online educational tools at: <http://www.harcourt.com/>

CNNfyi.com at: <http://fyi.cnn.com/fyi/index.html>

Then, challenge each group to develop a lesson on its topic that incorporates the use of one or more of the online resources. Have each group present its lesson to the class. After each presentation, have students discuss the pros and cons of using the Internet as a teaching tool. Ask: To what extent do you think the Internet will impact the future of education? Give an example.

LINKS:

<http://mailer.fsu.edu/~jflake/WWWEd.html>

<http://www.zen.org/~brendan/kids-ed.html>

<http://nces.ed.gov/pubs98/98031.html>

<http://freeinfo.org/tch/winter97/articles/techlitw.html>

EDITOR'S NOTE:

Internet use
"the three R's"
technology
textbook

WORLDVIEW

Top of the World: Mideast Peace Insight

1. For how long have Israelis and Palestinians been negotiating a Middle East peace? Who is Dennis Ross? What is his peacemaking "mantra"? Who is his deputy negotiator?
2. What is Aaron Miller's background? In the video, we learn that his "unfailing optimism" has sustained him through some ups and downs throughout negotiations. What is unfailing optimism? Why do you think a sense of optimism is necessary for someone in Miller's line of work? How does Miller characterize the Arab-Israeli conflict? Why does he think it's important to never forget the personal relationships behind this conflict?
3. Who is Gamal Helal? How does he try to "add additional meaning to the words" in the negotiations? Why is Camp David especially significant to him? In the video, we hear that "...many in the region believe Camp David was a huge mistake." Why do you think they feel this way? How does Dennis Ross defend the Camp David Summit?
4. What is the current status of the peace process? What does the Palestinians' critique say about the role of the U.S. as mediator during the Clinton Administration? How did Israeli and Palestinian negotiators recently underscore this point? Do you think the Palestinian critique is a reasonable or unreasonable assessment of the U.S. mediation efforts? Explain.
5. U.S. Special Mideast Adviser Gamal Helal refers to "emotional issues" involved in the peace process. Ask your students what they think he means. Then, have them work in groups to research

the history of the Mideast conflict, focusing on both the political and emotional issues involved. Have each group present its findings. To what extent are politics and emotions connected in the Middle East conflict? Discuss.

6. Read this quote from Aaron Miller to the class: "They [the Israelis and Palestinians] will come back at some point to the place they were, because history and geography will drive them there, and then they'll have to go through this again." Ask students to consider how history and geography have contributed to the conflict in the Middle East, and to the peace process. Have students work in groups to research the role of history and geography in the tensions and the talks. Direct each group to prepare a written analysis of the historical and geographic elements that are part of the struggle for peace in the Middle East.

LINKS:

<http://www.cnn.com/SPECIALS/2000/mideast/>

<http://www.arabianworldnews.com/>

<http://www.israelinewsnow.com/>

<http://www.emulateme.com/westbank.htm>

<http://www.time.com/time/europe/timetrails/israel/index.html>

Inside North America: Celebrity Photographer

1. Who is Harry Langdon? Who are some of the people he has photographed? Where is his studio? For how long has he been a celebrity photographer?
2. Approximately how many people has Harry Langdon photographed in his career? How much does a photography session with Harry Langdon cost? What do you think he means when he says that "each picture has a story"?
3. What does Langdon do to prepare himself for each shoot? Why do you think he tries to find out a little about each subject beforehand? To what extent do you think this strategy has contributed to his business success? How have "primal instincts" contributed to his "finding his niche" in the photography business?
4. How did Harry Langdon get his start photographing Hollywood's celebrities? How does he promote his business? Who is his biggest fan? What is her role in the business? How does Langdon customize his approach to each client he photographs?
5. Ask students to consider how a photographer helps to create the image of the person seen in a portrait. Have students look at old portraits of famous people, and discuss what impression one might get about the person just by looking at each one. Refer back to the video and discuss how Harry Langdon's photographic skills and "instincts" present unique images of famous people.
6. Point out that Harry Langdon is an example of an entrepreneur. Have students look up the definition of this term and, as a class, discuss its meaning. Then have students search their community for entrepreneurs. Challenge each student to interview a local entrepreneur to learn how this person created his/her own business, and the pros and cons of "being your own boss." Have each student present his/her information. Discuss the risks and rewards involved in entrepreneurship. What risks and rewards do students think Harry Langdon has experienced throughout his entrepreneurship? Ask for a show of hands of those students who might consider owning their own businesses someday.

LINKS:

<http://www.harrylangdon.com/>

<http://memory.loc.gov/ammem/odmdhtml/preshome.html>

http://newdeal.feri.org/library/2_3x.htm

<http://www.entrepreneur.com/>

<http://www.investorwords.com/e2.htm>

EDITOR'S NOTE:

Palestinians
Israelis
Dennis Ross
Arab-Israeli conflict
negotiations
mediating role
Harry Langdon
celebrity photographer

NEWS CHRONICLE**Farewell, Converse All-Star**

1. What is the Converse Chuck Taylor All-Star? Who was Chuck Taylor? How did his career illustrate an early marriage of basketball and business? How does the sneaker that bears his name compare to the basketball shoes of today?
2. What is happening to the Converse company? Where will All-Stars be produced? Why do you think this sneaker still has a loyal following?
3. Point out to students that changing consumer preferences and economic conditions often result in the changing or elimination of product lines. Ask students to interview older family members to learn more about products that are no longer on the market, either due to changing consumer preferences or changing economic conditions. Have students share their findings with the class. Could any of these products make a comeback? Do students think the Chuck Taylor All-Star could ever become a best-selling shoe again in the U.S.? Why or why not?

LINKS:

<http://cnnfn.cnn.com/2001/01/22/companies/converse/index.htm>
<http://www.cnn.com/2001/US/01/25/converse.bankrupt/index.html>
<http://www.converse.com/>

Our World: Scholarship Promise

1. What were Kenneth Webb and his fellow classmates promised when they were in the sixth grade? What was required of the students in order to receive the scholarships? How many students fulfilled this requirement? Who made the promise? Why can't the promise be kept? What did Kenneth Webb's mother do when she learned there would be no scholarship money? How is the organization Fight for Children helping the students?
2. The parents and students of this senior class face a serious challenge, as they attempt to achieve their collective goal. What is their goal? Why is scholarship funding so crucial to their dreams of a college education? Do you know of other individuals who have overcome adversity to achieve their goals? If so, share one of their stories.
3. College-bound students and their parents often experience "sticker shock" when they see the price tag of higher education. Help your students prepare themselves by having them conduct research into the cost of four years at several colleges.
 1. The first website below calculates costs associated with four years at different colleges around the U.S. Have students "plug in" their choices and observe the numbers. (Don't forget to remind them to indicate how many years they have before they enroll and whether they would be "in state" or "out of state" students.) Point out that there is assistance available for college costs.
 2. Divide your class into groups, and have each group investigate one option (e.g., scholarship,

- loan, investment, work-study program) designed to help pay the costs of college.
3. Have each group make a formal presentation of its findings, including the benefits and downsides of that particular method of financing.

LINKS:

<http://www.usnews.com/usnews/edu/dollars/dscosts.htm>

<http://www.ets.org/fpoints/>

<http://www.collegeboard.org/finaid/fastud/html/costs/ccintro.html>

EDITOR'S NOTE:

Converse

All-Star

Chuck Taylor

bankruptcy

scholarship

graduation

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CNN NEWSROOM Guide

January 29, 2001

Please note: Today's program is not closed-captioned. We apologize for any inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:45...01:45

Top Story ... 03:35...05:20

India tends to its earthquake survivors.

Teachers: Please prescreen this segment, as it contains content that may not be appropriate for all students.

In the Headlines ... 03:00...08:20

Shimon Peres and Yasser Arafat address the World Economic Forum.

DAILY DESK ... 00:45...09:05

Environment Desk ... 02:05...11:10

Scientists investigate ways to prevent bird-plane collisions.

Ask CNN ... 01:00...12:10

Why should seats be in the upright position during a plane's takeoff and landing?

WORLDVIEW ... 00:35...12:45

Culture Watch ... 03:25...16:10

A 103-year-old Cuban fisherman recalls his time with Ernest Hemingway.

American Voices: Riverkeeper Revisited ... 06:15...22:25

CNN's Tim Wall looks at the status of the Mississippi River Beautification and Restoration Project.

Turner Website Information ... 00:45...23:10

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...23:45

Sundance Institute ... 03:30...27:15

The Sundance Institute provides opportunities for independent filmmakers.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: India Earthquake

1. What is the estimated death toll from the earthquake that occurred in western India? Where was the earthquake's epicenter? What was the magnitude of the earthquake? How has the earthquake impacted the lives of the Indian people? How have the Indian government and the international community responded to the disaster?
2. Group students. Direct each group to generate a list of ways that a natural disaster, such as an earthquake, might impact their lives. Have groups share their lists. Challenge students to empathize with the Indian earthquake victims. Have students write a letter or poem from the point of view of an Indian earthquake victim that describes the thoughts and feelings the victim is probably experiencing.
3. Refer students to the websites below to learn more about the earthquake in India and about other major sites of seismic activity throughout the world. Next, have students identify the areas most affected by earthquakes. After students share their findings, direct them to research how people can best protect themselves if they live or travel in an area that is prone to earthquakes. Ask students: What, if anything, can the Indian government and the international community do to protect the Indian people from the destruction caused by earthquakes?

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/south/01/28/india.quake.09/index.html>

<http://europe.cnn.com/2001/WORLD/asiapcf/south/01/26/bindra.debrief.02/>

<http://www.earthquake.com/>

<http://quake.usgs.gov/hazprep/index.html>

<http://www.seismo-watch.com/>

In the Headlines: Mideast Peace Talks

1. When and why did the current violence between Israel and Palestine begin? Where did the most recent Mideast peace talks take place? What four key issues were addressed during these talks? What is the status of the peace negotiations between Palestine and Israel?
2. Who are Yasser Arafat and Shimon Peres? What is the World Economic Forum? How would you describe the tone of Mr. Arafat's and Mr. Peres' statements about the Israeli-Palestinian conflict? Why are their statements politically significant? What is an "extremist"? According to Mr. Peres and Mr. Arafat, how have Palestinian and Israeli extremists affected the peace process? Why do you think these extremist factions exist?
3. Remind students that during the forum, Mr. Peres stated that, "The prospect of peace in the Middle East is closer than most people think." Direct students to multimedia resources, including the links below, to research the history of the Mideast conflict and recent attempts to achieve lasting peace between Israel and Palestine. Then, have students write position papers about whether or not they agree with Mr. Peres' assertion. Have students share their papers and discuss.

LINKS:

<http://europe.cnn.com/2001/WORLD/europe/01/28/davos.mideast/index.html>

<http://www.cnn.com/2001/WORLD/meast/01/28/mideast.davos/index.html>

<http://www.cnn.com/2001/WORLD/meast/01/28/mideast.01/index.html>

<http://europe.cnn.com/SPECIALS/2001/davos>

<http://www.cnn.com/interactive/specials/0007/mideast.issue/frameset.exclude.html>

EDITOR'S NOTE:

epicenter
earthquake
Bhuj, India
Shimon Peres
Yasser Arafat
extremists
Israel
Palestine

DAILY DESK

Environment Desk: Birds and Planes

1. What caused the emergency landing of KLM Flight 602 last August? Since commercial aviation started, how many deaths have resulted from bird-plane collisions? How many times did birds and planes collide between 1990 and 1998? How costly has this problem been for the aviation industry? What methods are being used to address this problem? How successful have these efforts been?
2. Why do you think the birds involved haven't "learned" to avoid planes? What might be the positive and negative side effects if they did? How fast do you think these planes are traveling when the collisions occur? What role do you think the difference in speeds between the birds and planes has in causing these collisions? What other factors do you think are involved?
3. In many ways this situation is still an unexplained phenomenon. Why do the birds fly toward the planes? Are the birds sucked into the engines, or do they fly into them on purpose? Working in small groups, have your students research past events, bird behavior, and the physics of jet engines, to create their own working hypothesis to explain this phenomenon. Have students use these questions to guide their research:
 - At what point in airplane flights do the majority of bird-plane collisions occur?
 - Is there an instinctive behavior on the part of birds that is responsible for their flying toward airplanes?
 - Do jet engines create a vacuum around them when planes are in the air?
 - Why is it that most bird impacts do not harm the planes or engines?

Have groups share their hypotheses with the rest of the class and discuss the testability of each hypothesis.

EXTENSION: Have each group design an experiment that would test one or more of the hypotheses from the activity above. As a class, verify the scientific accuracy of each test and predict what the results might be.

LINKS:

<http://www.grc.nasa.gov/WWW/ACCL/ENG10/engines.html>

<http://www.howstuffworks.com/turbine3.htm>

<http://www.stokesbirdsathome.com/birding/behav/behavpages/behav105.html>

<http://birding.about.com/hobbies/birding/cs/migration1/index.htm>

<http://archives.californiaaviation.org/airport/msg10141.html>

EDITOR'S NOTE:

collisions
migration
engines
planes

WORLDVIEW

Culture Watch: Hemingway Remembered

1. Who is Gregorio Fuentes? How old is he? Who was Ernest Hemingway? Why is Hemingway a "tourist attraction" in Cuba? What does Gregorio Fuentes remember about Ernest Hemingway and their relationship?
2. Direct students to the websites below to learn more about the life and accomplishments of Ernest Hemingway. Ask students to consider the following questions: Why do people continue to be interested in Hemingway's life and work 40 years after his death? What historical events influenced his writings? Why is Hemingway considered by many to be the quintessential American writer? Have students draw upon their research to develop a multimedia presentation about Ernest Hemingway, to be displayed in your school's library.
3. How does Gregorio Fuentes feel about the way that the world is evolving? Instruct each student to interview an older family member or friend about how the world changed during the 20th century. Have students ask whether the world has gotten better or worse over time. Interviewees should provide examples to support their opinions. After students present their findings, have them discuss what they have learned from their research, and whether they agree or disagree with the subjects' opinions, as well as with Gregorio Fuentes' view of the world.
4. Refer students to texts and the websites below to prepare a timeline of significant events that have occurred in the U.S. and Cuba since 1898. Then, have each student write a fictional narrative about the life of a Cuban or an American who lived during the last 103 years. Instruct students to describe how this individual may have experienced specific historical events.

LINKS:

<http://www.cnn.com/SPECIALS/books/1999/hemingway/>

<http://www.cnn.com/books/news/9907/21/hemingway.cuba/index.html>

<http://www.hemingway.org/web.html>

<http://www-cgi.cnn.com/SPECIALS/views/y/1999/07/zarrella.hemingway.jul21/>

American Voices: Riverkeeper Revisited

1. Have students locate the Mississippi River on a U.S. map. Who is Chad Pregrake? What is the Mississippi River Beautification and Restoration Project? When and why was it established? How has the project evolved since 1997? Describe some of the things Chad Pregrake has found in the river. What is the source of this pollution?
2. How has Chad Pregrake financed his work? Direct students to the second link below to learn about the project's corporate sponsors, and why each corporation has agreed to finance the project. Then, group students and challenge each group to design a proposal to a corporation asking it to help with a local cleanup effort. Have groups present their proposals in class.
3. Why are rivers and their ecosystems important? Group students. Have each group select one river ecosystem anywhere in the world, and investigate its plant and animal species and the factors that threaten the existence of those species. Have each group share its findings. Discuss what might happen if one or several of these river ecosystems was drastically altered by pollution, overfishing, climate change, or other forces. Why is it so important to protect the world's rivers? Have students consider both environmental and economic factors.

EXTENSION: If your school is near a river, ask students to identify the relationship that exists between the river and the community. To what extent do individuals and businesses rely on the river and its ecosystem? As a class, visit the river to investigate the quality of its water. Then, have students contact your local government or a conservation association to learn what, if anything, is being done to preserve the river. If the river is polluted, you may want to sponsor a community

river cleanup day.

LINKS:

<http://www.cleanrivers.com/>

<http://www.cleanrivers.com/sponsors.shtml>

<http://www.greatriver.com/links.htm>

http://www.umesc.usgs.gov/aquatic_ecology/threats/

EDITOR'S NOTE:

Ernest Hemingway

Cuba

Mississippi River

conservation

ecosystem

pollution

NEWS CHRONICLE**Sundance Institute**

1. What is the Sundance Institute? Where is it located? Who is Agnieszka Vojtowicz-Vosloo? How do filmmakers benefit from the Sundance Institute and its film festival?
2. What is an "independent film"? How do independent films differ from motion pictures that are produced by large Hollywood studios? To what extent do independent and documentary films contribute to American cinema? Give an example.
3. Divide your class into groups. In the spirit of the Sundance Institute, challenge each group to develop an idea for either an independent dramatic film or a documentary that focuses on compelling, human stories. After each group shares its idea with the class, discuss what people might learn from watching the film.

EXTENSION: Challenge groups to develop scripts for their productions, and if possible, have them shoot video trailers for their films.

LINKS:

<http://www.sundance.org/>

<http://www.filmmaking.net/>

<http://www.cyberfilmschool.com/>

EDITOR'S NOTE:

independent film

documentary

Sundance Institute

filmmaker

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CNN NEWSROOM Guide

January 30, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 00:40...01:35

Top Story ... 03:30...05:05

Rescues continue four days after India's devastating earthquake.

Teachers: Please prescreen this segment, as it contains content that may not be appropriate for all students.

In the Headlines ... 02:20...07:25

DaimlerChrysler cuts 26,000 jobs.

DAILY DESK ... 00:40...08:05

Health Desk ... 03:10...11:15

Lice are becoming a major problem in U.S. schools.

WORLDVIEW ... 00:35...11:50

Information Please ... 02:25...14:15

Russians are proud of their harsh winters.

Culture Watch ... 03:15...17:30

Traditional restaurants are giving way to ethnic eateries in Berlin.

Around the World ... 04:35...22:05

Teachers: This story contains images that may be disturbing to some students. CNN's Richard Blystone examines how the world's children fared in 2000.

NEWS CHRONICLE ... 00:35...22:40

Presidents and Religion ... 02:10...24:50

-President Bush establishes a White House office to help fund faith-based charities.

-The religious faith of a U.S. president is a key political issue.

Pollie Awards ... 02:30...27:20

This year's Pollie Award winners are announced.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN**TODAY'S NEWS****Top Story: India Quake**

1. What is the latest death toll from the earthquake that hit western India last Friday? What is the mood among survivors? In addition to the human cost, how has the disaster impacted property and everyday life in western India? How have the Indian government and the international community responded to the disaster? What challenges do relief workers face?
2. Challenge students to put themselves in the place of those who have just experienced this disaster in India. How would their lives be altered in the short-term and long-term? Group students. Direct each group to develop a list of ways that a natural disaster such as an earthquake would impact students' lives. Lists might include: Grieving over loss of family and friends, loss of shelter, and loss of clean water. Share group lists. Generate a class discussion about some of the emotions the people of India are probably feeling. Ask students: What economic and psychological effects linger long after a natural disaster?
3. Direct students to the links below to learn more about the impact of the earthquake in India and the relief efforts of different countries. Of the services being provided, which are the most essential and why? What else, if anything, should the international community do to help India's earthquake victims?

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/south/01/29/india.quake.03/index.html>

<http://www.earthquake.com/>

<http://quake.usgs.gov/hazprep/index.html>

<http://www.seismo-watch.com/>

In the Headlines: Chrysler Layoffs

1. Why are sales of Chrysler cars down? What measures has the car company taken to stay in production? How many DaimlerChrysler employees are slated to lose their jobs? What is the difference between losing a job through attrition versus being laid-off? How do you think the plant closings and job losses will affect employees, the company, local communities, and consumers? Why are some analysts questioning the quality of the company's restructuring? Do you think these concerns are justified? Why or why not?
2. Point out to students that, according to a CNN.com article, "U.S. companies have announced tens of thousands of job cuts -- either through layoffs or attrition -- in just the past week, and the bloodletting has been across a broad spectrum of industries, from dot.coms to automakers." Then, refer groups of students to the links below to select a large publicly-held company that has recently downsized, diversified, or been restructured. Have each group prepare a presentation about how consumer demands and changing economic conditions have influenced its company's actions. What were the results of this large-scale change in the corporation? What do students predict for the future of the corporation? Discuss.

LINKS:

<http://www.cnn.com/cnnfn/2001/01/29/companies/layoffs/>

<http://cnnfn.cnn.com/2001/01/29/companies/xerox/index.htm>

<http://cnnfn.cnn.com/2001/01/26/technology/worldcom/index.htm>

http://cnnfn.cnn.com/2001/01/26/worldbiz/davos_condit/index.htm

<http://cnnfn.cnn.com/2001/01/24/companies/timewarner/index.htm>

<http://cnnfn.cnn.com/2001/01/29/europe/ing/index.htm>

http://cnnfn.cnn.com/2001/01/25/news/wires/saralee_wg/index.htm

http://cnfn.cnn.com/2001/01/25/companies/wires/penney_wg/index.htm

EDITOR'S NOTE:

earthquake
relief worker
India
attrition
DaimlerChrysler
layoff

DAILY DESK**Health Desk: Lice**

1. What are lice? Are they dangerous? Explain. Why are lice referred to as parasites? Give examples of other types of parasites. How many Americans are infected with lice each year? How should people treat head lice? Why are they difficult to remove? Can head lice be prevented? Explain. What social stigma is sometimes associated with having head lice? Why do you think this occurs?
2. Inform students that lice is a type of "parasitic disease." Refer groups of students to the last link below and to library resources to learn about the cause, detection, treatment, and prevention of different parasitic diseases found in children, such as pinworm and scabies. Ask students to identify the pros and cons of using traditional pharmaceutical interventions versus nontraditional treatments. After students share their findings, have them collate their information and create a pamphlet to educate their peers about parasitic diseases. Present copies of the pamphlet to your school nurse.

LINKS:

<http://www.cdc.gov/ncidod/dpd/parasites/headlice/default.htm>
<http://www.cdc.gov/ncidod/hp/abc/facts18.htm>
<http://www.cdc.gov/ncidod/dpd/default.htm>
<http://my.webmd.com/content/article/1623.50163>
<http://www.safe2use.com/pests/lice/resist-lice.htm>
<http://www.safe2use.com/pests/lice/resist.htm>
<http://www.cdc.gov/ncidod/dpd/parasiticpathways/kids.htm>

EDITOR'S NOTE:

lice
parasites

WORLDVIEW**Information Please: Russia Snow**

1. Locate Moscow on a world map. What is winter like in Moscow? Why are Russians proud of their winters? Why are many Russians living without heat? Why do you think Russians are able to cope so well with harsh winter weather?
2. In the video, we learn that Russia's harsh winter weather helped the Russians defeat Napoleon. Refer students to their texts to learn more about Russia's involvement in the French Revolutionary Wars and their defeat of Napoleon. How did the Russians use the weather to their advantage? How did Napoleon's downfall impact Russia and the European community? Discuss.

EXTENSION: Have students investigate the extent to which weather has influenced significant historical events in your nation, including warfare. How might different weather have affected the outcome of these events?

LINKS:

<http://www.bartleby.com/65/ru/Russia.html>

<http://cnn.com/SPECIALS/2000/russia/>

<http://cnn.com/SPECIALS/1998/09/crisis.russia/>

Culture Watch: Germany Currywurst

1. How are ethnic eateries impacting the culture of Berlin? What is "currywurst"? What is the secret of its success? Who is Gerhard Schroeder? How has he helped to preserve this traditional German dish?
2. Point out to students that the introduction of different ethnic eateries is one example of how Berlin has changed since the Cold War. Refer students to multimedia resources to write reports about the political, economic and social changes that have occurred in Berlin since the Cold War. Have students consider the impact of privatization and the aspects of Berlin's culture that have changed or disappeared. Have students share their papers and discuss.

EXTENSION: Have your students experience a taste of Berlin by preparing currywurst using the recipe that is listed on the first website below.

LINKS:

<http://thehouseatthebridge.com/TravelInfo/CurryWurst.html>

<http://cnn.com/SPECIALS/cold.war/episodes/04/>

<http://lcweb2.loc.gov/frd/cs/detoc.html>

<http://cnn.com/TRAVEL/DESTINATIONS/9611/berlin.wall/>

<http://cnn.com/TRAVEL/DESTINATIONS/9611/berlin/>

<http://www3.northstar.k12.ak.us/schools/nph/twt/berlin/berlin1.htm>

<http://www.cnn.com/2000/WORLD/europe/germany/11/25/madcow.02/index.html>

Around the World: UNICEF Unhappiness

1. What conditions pose the biggest threat to children? According to the video, in the year 2000, how many children:
 - were born?
 - died?
 - were combatants?
 - were displaced by conflict?
 - were injured by landmines?
 - lost parents from AIDS in Africa?How did watching the video make you feel?

2. Divide your class into four groups. Have each group prepare a presentation about one of the following four issues and its impact on the development of children throughout the world: HIV/AIDS, armed conflict and violence, increasing poverty or gender discrimination. Instruct each group to provide background and statistical information about the issue. Following the presentations, have students identify ways that "intergenerational patterns" of poverty, war, HIV/AIDS and discrimination can be broken. Do you think the international community should increase its funding to resolve basic health, education, family planning, and water and sanitation problems? If so, how should the money be spent?
3. Do you think children should have rights? Explain. What is UNICEF? What is the "Convention on the Rights of the Child"? Refer students to the second website below to learn about the

"Convention on the Rights of the Child." Then, instruct students to identify whether the rights of children are being violated in your community and state. If so, have students determine which of these violations are the most severe. Can your class come to a consensus? Why or why not? Following this discussion, ask students: What, if anything, is being done to address these problems?

LINKS:<http://www.unicef.org/><http://www.unicef.org/crc><http://www.unicef.org/sowc00/>**EDITOR'S NOTE:**

Russia
weather
Napoleon
Berlin
restaurant
culture
UNICEF

NEWS CHRONICLE**Presidents and Religion**

1. What is President Bush's position on the funding of faith-based charities? Why is this a controversial issue? Direct students to the first two links below to learn more about the president's plan. Have students share their findings and consider the plan's political ramifications.
2. What religions have U.S. presidents practiced? What are the similarities and differences between these religions? If necessary, refer students to the last two websites below to research this question. Why is religion a political issue for presidential candidates? To what extent can religion influence the outcome of a U.S. presidential campaign? Give an example. Do you think it is important for a U.S. president to practice a religion? Why or why not? To what extent has religion been an issue during President Bush's transition?

LINKS:<http://www.cnn.com/2001/ALLPOLITICS/stories/01/29/bush.faithbased.01/index.html><http://www.cnn.com/2001/ALLPOLITICS/stories/01/23/bush.faith.reut/index.html><http://www.law.cornell.edu/constitution/constitution.billofrights.html><http://people.morehead-st.edu/fs/t.pitts/mainmenu.htm><http://www.rcls.org/deskref/Religion/>**Pollie Awards**

1. What are the "Pollie Awards"? Who were some of this year's award recipients? Why is it difficult to produce successful political ads? Why do you think many consumers are cynical? How do you think the Pollie Awards impact award winners and the political consulting profession?
2. What are some of your favorite and least favorite political ads? What are "negative ads"? According to the video, people don't like negative political ads. Why do you think this is so? Do you share this opinion? Why or why not? Can you think of any benefits for using negative political ads? Explain.
3. Help students create a list of political issues and write this list on the board. Next, divide your class into groups of political consultants. Have each group research one of the political issues listed, and establish a stance on the issue. Then, challenge each group to develop either a television, Internet, or radio ad to promote its political issue. If possible, have students create video tapes, audio tapes, or webpage outlines of their political ads. After groups share their ads with the class, have students

discuss the pros and cons of each ad, and determine which ad is the most persuasive.

LINKS:

<http://www.theaapc.com/index.html>

<http://www.theaapc.com/awards.html>

EDITOR'S NOTE:

religion

faith-based charities

separation of church and state

Pollie Awards

political consultants

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CNN NEWSROOM Guide

January 31, 2001

Please note: Today's program is not closed-captioned. We apologize for any inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:40...01:40

Top Story ... 05:00...06:40

-The Fed plans to cut interest rates to boost consumer confidence.
-Is America headed towards an economic slump?

At Issue: Georgia State Flag ... 02:30...09:10

Georgia's Senate approves a new state flag.

DAILY DESK ... 00:35...09:45

Business Desk ... 02:15...12:00

Incivility in the workplace carries a high price tag.

WORLDVIEW ... 00:35...12:35

Top of the World ... 02:30...15:05

Food riots are occurring in parts of western India.

Artistry in Action ... 03:45...18:50

Vivienne Tam's new book looks at China's influence on world style.

Taking Care of Business ... 05:30...24:20

Microcredit programs are benefiting Kenyans.

NEWS CHRONICLE ... 00:30...24:50

New Box ... 02:25...27:15

Entrepreneurial brothers invent a new type of cardboard box.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. Economy

1. What is a recession? What evidence suggests that the U.S. might be headed for a recession? What are some of the features of President Bush's tax cut package? Divide the class into small groups. Have each group research one of these features, and explain its pros and cons to the class. Then, as a class, discuss whether Mr. Bush's proposed tax cuts will help the U.S. avoid a recession.
2. What is the Federal Reserve? When and why was it established? What are interest rates? How much is the Fed expected to cut interest rates? Why? Why is consumer confidence important? How might the Fed's interest rate cuts impact the stock market and consumer behavior?
3. What is the Fed's role in determining and implementing monetary policy? Have students work in groups to learn more about the Federal Reserve Board and its duties. Discuss reasons why the U.S. government is involved in monetary policy, even though its economic system is considered a "free market economy." Who is Alan Greenspan? Why do business and political interests value the opinion of Mr. Greenspan? Do students think the Fed should play such a large role in steering the U.S. economy? Why or why not?
4. According to a recent Gallup Poll, how do Americans feel about the state of the U.S. economy? How do perceptions about the economy differ between middle-class and upper-class Americans? Why do you think this is so? Have students identify the characteristics of the U.S. economy that middle-class and upper-class Americans evaluate to assess the state of the economy. For example, middle-class people might be more concerned about job stability and short-term investments, whereas those in the upper class might be more concerned about long-term investments and the ability to control inflation.

LINKS:

http://cnfn.cnn.com/news/specials/eyes_on_fed/

<http://www.federalreserve.gov/>

<http://www.cse.org/informed/taxes.html>

<http://www.brook.edu/comm/PolicyBriefs/Pb046/pb46.htm>

At Issue: Georgia State Flag

1. Why was Georgia's state flag the object of debate? What does the Confederate flag mean to you? Describe Georgia's new state flag. What is your opinion of this flag?
2. In support of the new state flag, Governor Roy Barnes stated, "This is not about destroying heritage, is about being united as one people." What does Gov. Barnes mean? Have students share what they know about the history and status of race relations in the U.S. Then ask: Why is Georgia's adoption of the new state flag politically significant? Do you think the new flag will impact local and national race relations? Explain.
3. Remind students that after Georgia's governor signs the flag bill, Mississippi will be the only state that has an official flag that prominently displays the Confederate stars and bars. Direct students to multimedia resources, including the last three links below, to learn more about Mississippi's history and the origin and symbolism of its state flag. Then, have students discuss whether or not they think Mississippi should adopt a new flag. Challenge pairs of students to draw upon their research to design a new Mississippi state flag. Have students share their designs and discuss the symbolism of their flags.

LINKS:

<http://www.cnn.com/2001/ALLPOLITICS/stories/01/30/ga.flag.03/index.html>

<http://www.state.ms.us/its/msportal.nsf/MainPage?OpenPage>

<http://www.fg-a.com/stateflags.htm>

<http://www.50states.com/flag/msflag.htm>

EDITOR'S NOTE:

tax cut
recession
the Fed
consumer confidence
interest rate
Georgia
flag
Confederate

DAILY DESK**Business Desk: Rude Workplace**

1. What is incivility? What is the Envisionworks company doing to address the issue of incivility in the workplace? Explain the impact of workplace incivility on worker productivity. What are some instances of workplace incivility reported in the Envisionworks survey?
 2. According to the survey, what percentage of workers have been exposed to bad behavior in the workplace? Does this statistic surprise you? Explain. Have you been exposed to incivility or bad behavior at school? If so, how does it affect you? Would you say that school incivility impacts your productivity? Explain.
 3. According to management adviser Pam Windsor, workplace incivility can have a "snowball effect," causing caustic feelings, lack of respect and value for colleagues, diminished productivity, and stress-related illnesses. Refer back to the video and discuss how incivility affects others in the workplace.
 1. Then, challenge students to expand their thinking to general incivility in public (e.g., rude behavior, vulgarity, mistreatment of others) and in school. Generate a class discussion about how society and your student body can best address this problem.
 2. Have each student construct a "Civility Pledge" that begins with the words, "I will promote civility by..." and concludes with, "And, in return, I expect others to..."
 3. Have students share their pledges.
 4. As a class, create a schoolwide "Civility Pledge" from students' ideas, and post it in classrooms and hallways.
- Conclude with a discussion of the benefits of following the "Golden Rule" ("Treat others as you would like to be treated") in school, business, and throughout life.

LINKS:

<http://stats.bls.gov/news.release/prod2.nr0.htm>
<http://www.investorwords.com/p5.htm#productivity>
<http://www.bizjournals.com/baltimore/stories/1999/01/25/focus7.html>
http://www.science.psu.edu/diversity/climate/Climate_Issues/G2.html
<http://www.fhlaw.com/fordharrison/news/USCA8CRICWC.htm>

EDITOR'S NOTE:

workplace
incivility
productivity
malicious intent

WORLDVIEW

Top of the World: India Earthquake

1. When did India's recent earthquake occur? How has the earthquake impacted the people of India? Why are people in western India rioting? How are the Indian government and local authorities reacting to this situation? Do you support their actions? Why or why not? What should the Indian government and the international community do to ensure the safety of western India's citizens?
2. How is India's society divided? What is a caste? Who are the Untouchables? Have students work in groups to research India's classes and caste system. Direct each group to present its findings. Discuss the overall impact of this system on India's society. Then ask: To what extent is India's caste system affecting the ability of earthquake victims to obtain relief? Should international relief agencies address this issue? Why or why not? If so, how?

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/south/01/30/india.quake.03/index.html>

<http://www.cnn.com/2001/WORLD/asiapcf/south/01/30/quake.aid.agencies/index.html>

<http://www.csuchico.edu/~cheinz/syllabi/asst001/spring98/india.htm>

<http://www.goa-world.net/magazine/caste.htm>

Artistry in Action: China Chic

1. Who is Vivienne Tam? To what extent does her homeland influence her work? Give an example. What is the subject of her book, "China Chic"?
2. What does it mean to be "chic"? What businesses cater to chic? Why do you think some people care about being chic?
3. Refer groups of students to magazines, television, movies, the Internet and library resources to investigate how the definition of chic has changed over the years in your country. Challenge students to identify the cultural/ethnic influences reflected in these chic trends. After students present their findings, ask them to brainstorm ideas for what might be chic five years from now, and the business opportunities that these chic trends would generate. Challenge students to sketch or create examples to illustrate their ideas. Have students share their ideas with the class.

LINKS:

<http://www.cnn.com/2000/STYLE/fashion/11/07/tam.fw2000/index.html>

<http://www.insidechina.com/>

Taking Care of Business: Kenya Microcredit

1. Describe the assistance program that is featured in the video. How has Ernest Mwaniki benefited from the microcredit loan program? What is the role of the K-rep Bank in Kenya's microcredit program? How do microfinance banks benefit from microcredit programs? What is one of the K-rep Bank's biggest accomplishments? Why do many clients of the K-rep Bank choose to join as a group?
2. Why do microcredit programs target women? How might empowering women through microcredit programs affect the distribution of power in a family and in a community? What skills should a person have to take advantage of a microcredit program? Do you think this assistance program is a good idea? Why or why not?
3. Point out to students that, "All across Africa, microcredit is playing a key role in the fight against poverty." Refer students to the websites below to make a list of different African nations that are benefiting from microcredit. Group students. Have each group select one of these countries and prepare a presentation about how microcredit is impacting the nation's economy, government, culture and social concerns. Have students present their information and discuss.

EXTENSION: Challenge student groups to identify small business opportunities in different African countries that could advance the quality of life for the nations' citizens. Have each group develop a brief plan that provides a description and justification for the proposed business. After each group presents its plan, have the other students assume the roles of loan administrators and determine whether or not "the bank" should grant a loan to finance the plan.

LINKS:

<http://www.cnn.com/SPECIALS/views/y/2000/10/africa.econ.streams.oct25/>

<http://www.microcreditsummit.org/arms/arms.html>

<http://www.sbaonline.sba.gov/>

EDITOR'S NOTE:

India

riot

fashion

chic

microcredit

microfinance

Kenya

NEWS CHRONICLE**New Box**

1. When was the cardboard box invented? What product have Richard and Bobby Kim developed? How is this product different from other cardboard boxes? On what Asian art form is their box based? With what company are the Kim brothers working on a manufacturing deal?
2. Group students and have each group assume the role of an executive from President Container. Direct students to the links below to learn more about the corrugated packaging industry and the President Container company. Instruct students to identify the company's history, products and position in the marketplace. Have groups consider pros and cons of the "one size fits all" box for businesses, the corrugated packaging industry, consumers, and the environment. After students share their findings, discuss whether or not President Container should strike a deal with the Kim brothers.

LINKS:

<http://www.presidentcontainer.com/>

<http://www.fibrebox.org/About/ProgramsServices.asp>

<http://www.iccanet.org/mission.htm>

EDITOR'S NOTE:

boxes

cardboard

origami

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